

**Eastfield Infants and Nursery Academy Pupil Premium 2019 – 2020**

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| **Summary information** | | | | | |
| **School** | Eastfield Infants and Nursery Academy | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £ 128,040 (PP Funding)  £ 0 (Services)  £ 2300 (LAC)  £ 0 (Post LAC)  **Total: £ 130,340** | **Date of most recent PP Review** | March 2018 |
| **Total number of pupils** | 261 | **Number of pupils eligible for PP** | 97  0 Service  0 Post LAC  1 LAC | **Dates for next internal review of this strategy** | July 2020 |

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| **Current attainment** | | | | |
|  | *Pupils eligible for PP (your school)* | *GDS* | *Pupils not eligible for PP (national average)* | *GDS* |
| **% achieving age related expectations in reading, writing and maths July 2019** | Reading July 18 68%, July 19 63%  Writing July 18, 56%, July 19 53%  Maths July 18 68%, July 19 66% | July 19 17%  July 19 7%  July 19 12% | Reading July 18 58%, July 19 70%  Writing July 18 47%, July 19 63%  Maths July 18 74%, July 19 74% | July 19 26%  July 19 16%  July 19 24% |
| **Phonics Screening Check** | July 19 89% | | July 19 88% | |
| **Phonics Screening Check Re-take** |  | |  | |
| **EYFS Good Level of Development** | July 19 67% | | July 19 56% | |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school)* | | | |
|  | | Create a clear and consistent culture to ensure that staff, children and families have high aspirations and effective learning behaviours (ADDKP1). | |
|  | | Social and emotional skills that have affected learning characteristics are overcome (ADDAP1). | |
|  | | Significant percentage of pupil premium children also identified with SEND: leading to issues with poor initial language and communication skills. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Attendance, persistent absence and punctuality inhibiting access to quality first teaching. | |
| **E.** | | Family circumstance – TAC, CIN, CP, including levels of deprivation – increasing safeguarding concerns and families who require support | |
| **F.** | | Parental support for learning and aspirations leads to a potential disconnection with school and its ambitions. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | **Create a clear and consistent culture to ensure that staff, children and families have high aspirations and effective learning behaviours (ADDKP1)**  **Target:** Attainment is at least in line with National outcomes and underachievement eradicated for ALL pupils (ADDKP2).  **Target:** All pupils encouraged to show positive learning behaviours in a stimulating learning environment | | * QFT – in all classes * Pupil Premium Reviews with all class teachers to identify individual’s needs and action plan. * Learning environments meet needs of all pupils * Termly assessment points/Pupil progress meeting – school data is closer to National * Children’s talk is rich. Children understand and undertake the roles needed for dialogue (active listening and articulate like an academic) * EYFS oracy skills are rapidly improved * Children use the 6Bs and they agree that they help them in their learning and life * Children are displaying positive behaviours for learning in order to maximise learning time * Children make expected or better progress * End of key stage outcomes move towards being in line with national figures |
|  | **Social and emotional skills that have affected learning characteristics are overcome (ADDKP1).**  **Target:** All pupils are able to access learning successfully (barriers to learning removed) | | * School is a caring supportive environment * Children have a clear, known route to access individual social, behavioural and emotional support from the Care team if required * Effective pastoral and behavioural, social and emotional wellbeing support in place throughout the school. * Teachers understand and use a restorative, unconditional positive regard ethos when supporting challenging behaviour * EYFS children acquire the social and emotional skills to interact successfully * Zero exclusion policy * Children show metacognition skills and are reflective; they understand that mistakes are part of learning * Children are engaged in a wide range of activities and experiences which provide a rich knowledge base and develop the cultural capital of all pupils * All PP children have a clear known route to access individual social, behavioural and social support from the care team if required. |
|  | **Significant percentage of pupil premium children also identified with SEND: leading to issues with poor initial language and communication skills**  **Target:** All SEND pupils have their individual needs met and improved outcomes for more vulnerable learners (ADDKP1) | | * SEND PP children attain and make progress at least in line with Non-PP SEND children * SEND needs are identified and met - tracked through provision maps * Children’s talk is rich. Children understand and undertake the roles needed for dialogue (active listening and articulate like an academic) |
|  | **Attendance, persistent absence and punctuality inhibiting access to quality first teaching.**  **Target:** Whole school attendance is 96%+ for all groups | | * Whole school attendance is 96% and is monitored daily by the Care Team * Attendance for all groups is in line with National |
|  | **Family circumstance – TAC, CIN, CP, including levels of deprivation – increasing safeguarding concerns and families who require support.**  **Target:** Pastoral support effective across the school and all staff will receive CPD to achieve this. | | * School is a healthy environment – children have additional access to healthy snacks/ nutrition, exercise, health routines, * Early and effective interventions with pupils and families causing concern is planned, delivered and reviewed * Appropriate (effective and rapid) liaison with outside agencies to support children and their families * All staff have a clear understanding of safeguarding pathways and engage in all training pathways, delivered through CPD. * All staff communicate effectively across the school using the CPOMS communication system |
|  | **Parental support for learning and aspirations for their children are raised (ADDKP1)**  **Target:** Parents are encouraged to work alongside the school to help all pupils realise and achieve their full potential. | | * Outcomes improve for all groups – PP parents attend parents evening, family learning events and social events etc. * Pupil Premium review meetings with parents for PP children. * Staff ensure all pupils can access school functions / opportunities (regardless of ability to pay) |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019 - 2020** | | | | |
| 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. | | | | | |
| 1. **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?** | **Cost** | **Impact and evaluation (July 2020)** |
| **Children in receipt of pupil premium funding (PP) meet or exceed national standards through QFT (and when required they are supported by wave 2 and 3 interventions)**  **To enable gifted and talented PP children to be challenged appropriately.**  Enhance pedagogy so that Quality First Teaching is extraordinary and has the greatest positive impact on pupil outcomes. (ADDKP2) | * QFT – CPD * Shared vision and focus across EYFS, KS1 and KS2 * pupil progress meetings to target support where needed through quality assessments * Middle leaders provide bi-weekly CPD to enhance teaching and learning * Curriculum intent is clear and articulated by all consistently * RWI Development days continue to evaluate and deliver continues CPD for the teaching of phonics. * Middle leader phase meeting to support Mastery Maths and Reading – ADDKP2 * Subsidised support for curriculum enrichment programmes | QFT is widely acknowledged as having the greatest impact on outcomes for all pupils including those in receipt of pupil premium funding - evidence from EEF - ​15 key lessons learned in the EEF’s first six years. | * Standards move towards being in line with national * All leaders (including ML) have a shared approach to QA * Leaders moderate QA * Leadership at all levels - working parties and consultation meetings/ documents are used to make whole academy changes * Curriculum intent is clear and articulated by all consistently * SLT Curriculum and Attainment Strategy focus half termly | £30,000 | |  |  |  | | --- | --- | --- | |  | **PP at Eastfield** | **PP National** | | **EYFS ~ GLD** |  |  | | **Y1 Phonics** |  |  | | **Y2 Phonics Re-take** |  |  | | **Reading** |  |  | | **Writing** |  |  | | **Maths** |  |  |   **Evaluation:** |
| **To continue to develop effective interventions programs in English and Maths (inc RWI 1:1, precision teaching and speech and language within EYFS)** | * Pre and post teaching led by skilled TAs and Teachers * Same day intervention * RWI intervention to support the progress of phonics * Speech and Language Therapy to develop early racy skills * Mastery Maths teaching CPD for all | * EFF research for same day intervention and Mastery Maths approaches (instant feedback +8 months, reading comprehension strategies +6 months, mastery maths +5months, phonics +4– EEF) * EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approx.. five additional months’ progress. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress over the course of a school year compared to traditional approaches. | * Standards move towards being in line with national for ALL. * Monitored through Pupil Progress meetings * Monitored through Performance Management/Staff Appraisals. * Termly reports to governors. * Middle leader scrutiny | £30,000 | |  |  |  | | --- | --- | --- | |  | **PP at Eastfield** | **PP National** | | **EYFS ~ GLD** |  |  | | **Y1 Phonics** |  |  | | **Y2 Phonics Re-take** |  |  | | **Reading** |  |  | | **Writing** |  |  | | **Maths** |  |  |     **Evaluation:** |
| **Total budgeted cost** | | | | | £60,000 |
| 1. **Pastoral Support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Cost** | **Impact and evaluation (July 2020)** |
| **Improve behaviour, social and emotional wellbeing**  **Improve behaviour, social and emotional wellbeing**  **SEND needs are identified and met** | * Every opportunity in place to support high aspirations and external assessments through extra-curricular clubs, sports coach, breakfast club, lego club etc. * Staff to monitor vulnerable pupils and ensure that barriers to learning are swiftly removed and converse with the Care Team for added support * Social, emotional and mental health intervention from the Care Team deliver effective pastoral and behavioural, social and emotional wellbeing support. * Effective small group and individual interventions are in place (lego therapy, games club, football club) * Alternative provisions are in place for targeted children at lunchtime when required * Improved self-esteem and social development through the ‘Bees’ and restorative, unconditional positive regard. | * Information gathered from leaders shows that there is a need for a family approach to inclusion (parental engagement +3 months – EEF) * Learning from best practice and research released by EEF and case studies for improving behaviour for learning (SEMH ed +4 months – EEF) * Many children find it difficult to access the curriculum because of issues arising at home which they need to off load before starting their learning (Attachment and ELSA training) | * Half termly SLT focus on Safeguarding and Attendance strategy * Outcomes for PP children * Behaviour incidents are minimised and data recorded through CPOMS * Attendance and punctuality of selected pupils improves. * Reduced incidents of concerning behaviour throughout of the school day * Pupil questionnaires | £20,340 |  |
| **Attendance and punctuality of disadvantaged pupils is raised.**  **Reduce/ remove attendance barriers for disadvantaged pupils**    **Reduce the number of children recorded as late after register.** | * Caring supportive environment where children want to attend and feel safe * Monitoring of attendance in line with attendance policy and completed daily by care team and admin. * Attendance is positively supported and absences challenged where appropriate * Attendance of disadvantaged pupils to be monitored and interventions to take place as required. | * Early Intervention is recognised as best practice approach to help families most in need, providing support to help families engage with school with an aim to improve outcomes for children. * Learning from best practice and research released by EEF and case studies for improving attendance in schools | * Half termly monitored attendance through SLT meeting * Attendance to be celebrated with children in assembly * Social media and website celebrate success in attendance * Governors review/reports * Attendance is in line with National Average figures | £20,000 |  |
| **Total budgeted cost** | | | | | £40,340 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Cost** | **When will you review implementation?** |
| **All safeguarding concerns and families who require support via EHA, TAC, CIN, CP, including levels of deprivation are swiftly addressed.** | * Early Help Assessment completed to identify family needs * All SLT have two-day safeguarding training * DSL attends all multiagency meetings * Staff regularly capture the voice of the child which is relayed into multiagency meetings * Classroom support * support individual children through difficult periods – aiming to raise self-esteem, aspirations etc. * Care Team/SLT are readily available to individual children whenever the child feels they need support * endeavour to remove barriers to learning that may not be addressed by the child’s parents /guardians * Additional CPD opportunities for Care team in time to talk and lego therapy | * Early Intervention is recognised as best practice approach to help families most in need, providing support to help families engage with school with an aim to improve outcomes for children. * Paul Dix When the Adults Change Everything Changes – pg. 6 Meeting and Greeting | * All staff on board with the Lincolnshire six year training pathway * SLT on the gate – to hear parent voice * 6 Bees to encourage the child’s voice * Parental questionnaires * Safeguarding policy revised in line with the government and Lincolnshire outlines * CPOMS now in place and DSL looks for patterns and identify concerns * Weekly care team meetings * Safeguarding strategy meetings half termly * Attend Local Authority Safeguarding meeting | £20,000 |  |
| **Parental support for learning and aspirations for their children are raised** | * Promote high aspirations at all opportunities – parents evening, showcase events etc. * English and Maths Parents workshops * Development of ‘#Laceyfieldlouth’ PTA | * It is clear that powerful social and economic factors still prevent many parents from fully participating in schooling. There is a major difference between involving parents in schooling and engaging parents in learning. While involving parents in school activities has an important social and community function, it is only the engagement of parents in learning in *the home* that is most likely to result in a positive difference to learning outcomes. Harris – Do parents know they matter? | * Parental surveys / feedback * Outcomes for children * Child questionnaires * Parental involvement in school activities | £10,000 |  |
| Total budgeted cost | | | | | £30,000 |

**Total Planned Expenditure**

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| 1. Quality Teaching for all | £60,000 |
| 1. Pastoral Support | £40,340 |
| 1. Other approaches | £30,000 |
| **Total** | **£ 130,340** |

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| 1. **Review of expenditure** | | | | | | | | | | | | | | |
| **Previous Academic Year** | | | **September 2018 – July 2019** | | | | | | | | | | | |
| **Attainment July 2019** | | | | | | | | | | | | | | |
|  | | | | *Pupils eligible for PP (your school)* | | | | | *GDS* | *Pupils not eligible for PP* | | | *GDS* | |
| **% achieving age related expectations in reading, writing and maths July 2019** | | | | Reading 63%  Writing 53%  Maths 66% | | | | | 17%  7%  12% | Reading 70%  Writing 63%  Maths 74% | | | 26%  16%  24% | |
| **Phonics Screening Check** | | | | 89% | | | | | | 88% | | | | |
| **Phonics Screening Check Re-take** | | | |  | | | | | |  | | | | |
| **EYFS Good Level of Development** | | | | 67% | | | | | | 56% | | | | |
| **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?** |
| Year two reading outcomes improve and are closer to 2018 national average figure(TBC)  Year two writing outcomes improve are closer to national average figure(TBC)  In Y1 Phonics outcomes improved are closer to national average figure(TBC) | PP Teaching assistants trained to deliver Read, Write Inc groups and interventions  Target readers identified and receiving daily1:1 intervention | | | | | | Better teaching of phonics will give us better results  Regular Evaluation of progress will lead to improvement and better outcomes  Small group teaching enables adults to target children’s specific difficulty and address misconceptions early thus preventing learning gaps emerging | | | | Timetable of Monitoring of all staff, led by Reading lead and SLT and consultant  Development days  Learning walks, pupil progress data, case studies, moderation  Read write Inc development days completed in Autumn and Spring Term and show children on track to achieve teargets, | **LS/JW** | | According to timescales laid out by R Wr Inc scheme and in termly pupil progress reviews |
| Year two maths outcomes improved are closer to national average figure(TBC) | PP Teaching assistants delivering intervention support daily for those falling behind with a focus on PPG | | | | | | Timetable of Monitoring of all staff, led by maths lead and SLT Learning walks, pupil progress data, case studies, moderation | **CN/JW** | | Completed Autumn and Spring term classroom visits, Autumn and Spring term book scrutiny and pupil progress meetings. |
| At the end of EYFS a greater number of disadvantaged children will achieve GLD | * PP Teaching assistants trained to deliver Read, Write Inc groups and interventions * Target children identified and receiving daily small group intervention in S&L, Reading, writing, maths | | | | | | Timetable of Monitoring of all staff, led by FS/PP lead and SLT  Learning walks, pupil progress data, case studies, moderation | **AF/JW** | | Completed Autumn and Spring term classroom visits, Autumn and Spring term weekly moderation of EYFSP and pupil progress meetings. |
| Highly differentiated provision for lower attaining PP children | SENDco to work with class teachers to identify effective strategies to support SEND children. | | | | | | High level of adult support will enable the provision of a more tailored curriculum for those children who have additional needs. (Higher adult to child ratio between that of mainstream and special school) | | | | Monitoring by SEND co and SLT.  Lesson Observation, pupil progress data, work scrutiny, case studies | LS/SR | | Termly SEND reviews for these children held December and March. |
| **Total budgeted cost** | | | | | | | | | | | | | | £50,000 |
| **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?** |
| At the end of EYFS a greater number of disadvantaged children will achieve GLD | Speech and language groups Dedicated TAs delivering speech and language interventions in Reception and Nursery | | | | | | Structured interventions for which TAs have been specifically trained are proven to have effective results. | | | | Learning walks, children’s progress and confidence to speak. | SR | | Half Termly  S&L intervention is ongoing with regular review and additional children added as needed.  TA has completed ELKLAN training. |
| Emotional support for vulnerable children to enable them to focus on learning at school rather than social and emotional problems | Dedicated TAs or TA time to meet with and talk to children including those children who have attachment issues and find it difficult to come into school or access the curriculum. | | | | | | Many children find it hard to access the curriculum because of issues arising at home which they need to off load before starting their learning. (Attachment and ELSA training) | | | | Timetable specific adults to be available to work with those children who need it. Ensure all staff have enough relevant knowledge and training. | SR/AF/CN/LJ | | Half Termly  All staff have had BOXALL training and KS1 children have all been assessed. Intervention ongoing for those for whom a need has been identified. |
| **Total budgeted cost** | | | | | | | | | | | | | | £80,00 |
| **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?** | | | | | | |
| Streamline SEN processes and ensure PP children who need it are quickly identified and linked up with appropriate support agencies. | Full time SENCo and Intervention Co-ordinator | Between a quarter and a half of PP children are SEND. Their needs often cannot be met by quality first teaching alone. Some of these children are subject to TAC, CIN etc and school needs a dedicated person to ensure this support is available and consistent and to gain the confidence and trust of parents. | | | SEN records / analysis/ tracking SEN children/QFT pathway (LEAP)  LENS project will focus on this too | SR/RC | | Annually  9 EHCP applied for 3 children transferred to special school  Working together team worked with 9 children  Speech and language 25 children supported  12 referrals to Paediatric | | | | | | |
| Move children in need of EHCP as quickly and effectively as possible to ensure they access the help they need sooner rather than later. | Engage a private Educational Psychologist to evaluate children who are waiting for EHCP judgements. | Early help is much more effective with vulnerable children than allowing them to flounder. Learning and behaviours are enhanced by meeting their needs appropriately. If these children are well supported teachers and TAs are able to concentrate on other children. | | | SENCo will keep records of hours and outcomes. | SR | | Termly  9 EHCP applied for 3 children transferred to special school | | | | | | |
| To enthuse children about school and learning. To develop a conscientious attitude to attendance. | Employ EWO to deal with families of children who are persistently absent.  Providing materials and equipment to enhance learning/support after school clubs/ provide weekly stickers and rewards for excellent attendance | This approach has been working over a number of years and enabled school to keep attendance pretty much in line with national average of 95% | | | Attendance figures | EL | | July 19  Attendance figures improved to inline and managed in house. EWO support for 2 children only. | | | | | | |
| **Total budgeted cost** | | | | | | | | £31,000 | | | | | | |