

## EINA Pupil premium strategy statement 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Eastfield Infants' and Nursery Academy
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	01.12.21
Date on which it will be reviewed	01.12.22
Statement authorised by	Emma Beveridge
Pupil premium lead	John Noden
Governor / Trustee lead	Farhan Ahmed

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2021/22)	£163,430
Recovery premium funding allocation this academic year (2021/22)	<b>£17,110</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 180,540

## Part A: Pupil premium strategy plan

### Statement of intent

At Eastfield Infants' and Nursery Academy, we want to provide a clear and consistent culture of high aspirations and positive learning behaviours for all pupils. Eastfield staff and the governing body accept responsibility for 'socially disadvantaged' pupils. We are committed to meeting their pastoral, social and academic needs within a caring, nurturing environment. We strive for each child to be the very best versions of themselves through a supportive, compassionate culture.

When making decisions about using Pupil Premium funding, it is important to consider the context of Eastfield Infants' and Nursery Academy and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". At Eastfield Infants' and Nursery Academy, we ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

#### **Key principals**

We ensure that teaching and learning opportunities meet the needs of all the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and supported. Making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered, or qualify, for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

#### **Demography and School Context**

At the time of writing...

- 594 pupils attend LaceyField from Nursery to Year 6
- 259 pupils attend the infant site and 335 attend the junior site
- 50.2% of pupils are eligible for free school meals, this is 30.5% above national average (19.7%)
- 21.5% of pupils are on the SEND register which is 9.3% above national average (12.2%)
- 5.0% of pupils across the academies have an EHCP which is 1.3% above national average (EINA 2.7%, LGJA 7.2%, average 5.0% compared to national 3.7%)

#### **Ultimate Objectives - What are we going to do?**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to achieve and aspire to exceed in school, to make expected progress rates in order to reach Age Related Expectation at the end of Year 6.

- Create an inclusive environment where all children can fulfil their full potential.

### **Achieving These Objectives - How do we do it?**

- Access to QFT for all pupils
- Internal Barriers to learning removed
- External barriers are addressed with support for families
- LaceyField provides inspirational learning opportunities that are enriched to provide a rich knowledge base and cultural capital for all pupils
- Internal data shows a decrease in the gap between 'disadvantaged' and 'other' pupils and consideration given to the varied starting points
- End of key stage outcomes move towards being in line with national figures
- QFT – in all classes
- Pupil Progress Meetings with all class teachers to identify individuals' needs and clearly plan for these needs in lessons
- Learning environments meet needs of all pupils
- Robust termly assessment points analyse and track 'disadvantaged' pupils
- Children's talk is rich; children understand and undertake the roles needed for dialogue (active listening and articulate like an academic)
- 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
- SEND children are given appropriate small steps and lessons are differentiated to support achievable outcomes
- Collaborative planning approach across Kingdoms
- 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 – Regulate, Relate, Reason
- 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
- Bee Well nurture spaces are provided to cater for the needs of individuals
- A neuro-sequential approach (safe, love, learn) to school day is planned and gives more effective use of learning time
- Nurture Breakfast provides a positive start to the school day and ensures that all children are ready to learn every day
- High expectations set for all children by all members of staff; no glass ceiling
- Learning environments meet needs of all pupils
- 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
- Early oracy skills and language development are supported, interventions put in place for target children

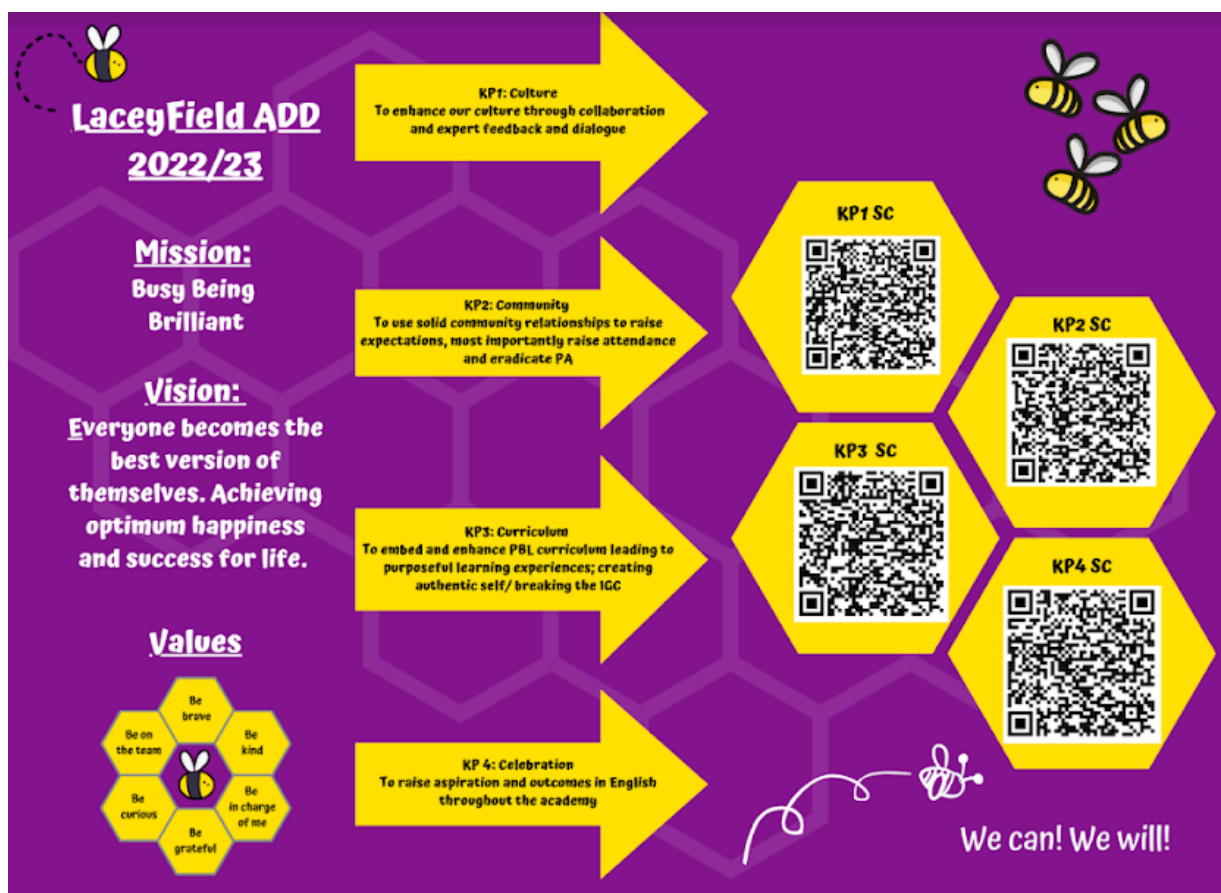
- Regular communication between school and home ensures a collaborative approach to support learning together
- Barriers to learning at home and within school are discussed and acted upon to ensure access to learning opportunities at all times
- School is a healthy environment – children have additional access to healthy snacks/ nutrition, exercise, health routines
- Highly effective emotional, social and behavioural support in place to meet individual and family needs
- 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
- A Parent Support Officer is appointed to support families and their children
- Whole school attendance is 96%, is monitored daily and discussed with SLT
- Actions are swift to address any concerns
- Attendance for all groups is in line with National

### **The Fundamentals**

- PP SLT Lead to champion all work completed with PP pupils.
- We will address underachievement and raise aspirations.
- We will involve home learning and engage parental support to help achieve our goals.
- No child will feel too hungry to access learning.
- Emotional support and well-being will be the heart of our vibrant school.
- Every individual child and family will have access to behavioural, social and emotional support that they need.
- Positive learning behaviours are expected across the whole academy site.
- Attendance is monitored continually and barriers removed.

### **Monitoring**

- The SLT and Pupil Premium Leads will monitor the progress and achievement of all disadvantaged pupils.
- They will listen to the voice of the child and ensure that needs are met.
- Engage with families and share raised aspirations and encourage involvement with their own child's learning.
- Review pupil premium spending and review and evaluate impact.
- Report to Governing body achievements and impact and future plans.
- Yearly reports and reviews shared on School websites.
- Latest research and reports on the impact of pupil premium spending considered and reflected on.



## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance and punctuality issues. <i>School Key Priority 2 - Community</i>
2	Chaotic homelife and social service involvement. <i>School Key Priority 2 - Community</i>
3	More frequent behaviour difficulties. <i>School Key Priority 1 - Culture</i>
4	Low attainment on entry to the Early Years Foundation Stage in all areas. <i>School Key Priority 4 - Celebration</i>
5	Low attainment in writing across KS1 <i>School Key Priority - 1 Culture</i> <i>School Key Priority - 4 Celebration</i>
6	Weak language and communication skills.  <i>School Key Priority 2 - Community</i>
7	Isolated family environments.

	<i>School Key Priority 2 - Community</i>
8	% of ARE outcomes for WRM combined  <i>School Key Priority 3 - Curriculum</i>  <i>School Key Priority 4 - Celebration</i>

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in Reading <i>Challenge 4 + 5 + 6 + 8</i> <i>School Key Priority 4</i>	Achieve National Average Progress Scores in KS1.
Progress in Writing <i>Challenge 4 + 5 + 6 + 8</i> <i>School Key Priority 4</i>	Achieve National Average Progress Scores in KS1.
Progress in Mathematics <i>Challenge 4 + 1 + 5 + 6 + 8</i> <i>School Key Priority 4</i>	Achieve National Average Progress Scores in KS1.
Progress in Phonics <i>Challenge 4 + 5 + 6 + 8</i> <i>School Key Priority 4</i>	Achieve National Average Progress Scores in KS1.
Progress in Attendance <i>Challenge 1 + 2</i> <i>School Key Priority 2</i>	Ensure attendance of disadvantaged pupils is +95%.
Progress in Learning Behaviours  <i>Challenge 2 + 3</i>  <i>School Key Priority 1</i>	Significant reduction in behavioural incidents.
Progress in Mental Health and Wellbeing  <i>Challenge 2 + 3 + 7</i>  <i>School Key Priority 1</i>	Promote and maintain positive mental health.

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 76,952

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist £3000	Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. <i>(EEF - +6 months) Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</i>	Challenge 6
G5 Class PP TA 58,952	Schools that use PP most effectively identify those pupils who are underachieving. The school can only target the correct interventions at pupils with the most detailed knowledge of their specific needs. Ofsted 2013. Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required to access the curriculum. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.	Challenge 5 + 6 + 8
Phase lead release time £6000	Time for staff to assess their phase's needs effectively. Phase leads work closely across LaceyField. A crucial part of this work includes a focus on feedback (ADD KP1). EEF research suggest +6 months impact.	Challenge 5 + 8

External and Internal Read Write Inc. CPD £1000	CPD training opportunities planned to improve quality first teaching of phonics, reading and writing. Interventions planned, sequenced and reviewed termly with relevant subject leads and SLT. EEF toolkit reports +5 months impact for phonics approaches for very low cost.	Challenge 5 + 8
JB Sports CPD £2,000	We promote active learning to stop the obesity crisis. Children are given the opportunity to participate in a wide range of sports activities.	Challenge 2 + 6
External Staff Training CPD £6,000	School ADD maps out training needs and CPD opportunities for all staff. Staff questionnaires, surveys, CDD and professional team conversations form annual training schedule to support PP needs.	Challenge 3 + 5 + 6 + 8

#### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £58,347 + **£17,110**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Intervention Teachers £28,000 + <b>£17,110</b>	EEF evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	Challenge 5 + 8
Parent Support Workers £22,000	Information gathered from leaders shows that there is a need for a family approach to inclusion (parental engagement +3 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). 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. 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	Challenge 1 + 2 + 7



	<p>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 <i>the home</i> that is most likely to result in a positive difference to learning outcomes. Harris – Do parents know they matter?</p>	
<p>Mastery Maths - TT Rockstars Subscription Mastery Maths - Numbots Subscription £745</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills</p> <p>EEF evidence suggests mastery learning offers +5 months progress for very low cost.</p>	Challenge 5 + 8
<p>Lexia Subscription and learning support resources £3,000</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>Lexia tailors questioning to individuals based on responses and is akin to 1:1 tuition which the EEF reports as +5 months progress for moderate cost.</p>	Challenge 5 + 8
<p>Read Write Inc Oxford Owl Subscription and resources £602</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. There is also evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language</p>	Challenge 5 + 6 + 8

Chrome books Investment and technology CPD £2,000	<p>and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Rather than being an intervention in their own right, Chromebooks are used to support learning interventions, differentiated lesson support and a bespoke curriculum.</p>	Challenge 5 + 6 + 8
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#### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Workers £22,528	Learning from best practice and research released by EEF and case studies for improving behaviour for learning (SEMH ed +4 months – EEF). Paul Dix When the Adults Change Everything Changes – pg. 6 Meeting and Greeting.	Challenge 3
Education Welfare Officer £2,000	Education Welfare Officer supports school by addressing attendance concerns; the EWO communicates effectively with families to support attendance needs with the SLT. Parental engagement has a reported +4 months progress for very low cost.	Challenge 1 + 2
Play Therapist £2,000	Play therapy offers children a safe and comfortable space in which they can be themselves and have the emotional support to express their feelings freely. These feelings can then be explored and contained in a healthy way with the help of a play therapist in order to promote resilience and confidence within each child.	Challenge 2 + 7

<p>Nurture Breakfast provides a free breakfast for all children to start their day £1,500 (NSBP)</p>	<p>EEF report on breakfast clubs Nov 16 research shows hungry children do not perform as well.</p>	<p>Challenge 1 + 2 + 3 + 7</p>
<p>Residential and Experiences Costs £2,000</p>	<p>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. <i>(EEF outdoor adventure learning) Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i></p>	<p>Challenge 6 + 8</p>

**Total budgeted cost: £ 180,437**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### Data

The tables below show the percentage of children working at age related expectations (ARE) for Reading (R), Writing (W), Maths (M) and combined (RWM) for the 2021/22 academic year.

Reception	Baseline	Sum 22	Progress
R (PP)	22%	35%	+13%
R (Non-PP)	30%	56%	+26%
R difference	-8%	-21%	-13%
W (PP)	17%	35%	+18%
W (Non-PP)	21%	56%	+35%
W difference	-4%	-21%	-17%
M (PP)	27%	50%	+23%
M (Non-PP)	34%	68%	+34%
M difference	-7%	-18%	-11%
RWM (PP)	7%	34%	+27%
RWM (NPP)	15%	45%	+30%
RWM Diff	-8%	-11%	-3%

In reception, whilst good progress was made in all subjects by children in receipt of the PPG, progress by non-PPG recipients was better in all subjects. This could be a reflection of the low starting point at which both groups began. In the combined measure, progress for PPG and non-PPG children was almost in-line.

Key Stage 1 (Y1 and Y2)	Baseline	Sum 22	Progress
R (PP)	9.9%	37.5%	+27.6%
R (Non-PP)	25.4%	61.8%	+36.4%
R difference	-15.5%	-24.3%	Non-PP +8.8%
W (PP)	1.6%	28.1%	+26.5%
W (Non-PP)	6.1%	47.1%	+41%
W difference	-4.5%	-19%	Non-PP +14.5%
M (PP)	24.2%	46.9%	+22.7%
M (Non-PP)	32.4%	66.2%	+33.8%
M difference	-8.2%	-19.3%	Non-PP +11.1%
RWM (PP)	2.2%	27.1%	+24.9%
RWM (NPP)	5.6%	44.1%	+38.5%
RWM Diff	3.4%	17%	Non-PP +13.6%

In terms of increase in children working at ARE, there was significant progress for pupil premium children last academic year. There was slightly greater progress for non-PP children in all subjects. This mirrors the national picture as is captured by the data below published 6th October taken from the DfE

<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment/2021-22...>

### **Attainment by disadvantage status**

*Attainment has fallen in 2022 compared to 2019 for both disadvantaged pupils and all other pupils at the expected and higher standards in all subjects. However, the attainment of disadvantaged pupils has fallen further than for other pupils in all subjects, increasing the disadvantage attainment gap.*

*In **reading**, attainment fell from 62% to 51% for disadvantaged pupils and from 78% to 72% for other pupils.*

*In **writing**, attainment fell from 55% to 41% for disadvantaged pupils and from 73% to 63% for other pupils.*

*In **maths**, attainment fell from 62% to 52% for disadvantaged pupils and from 79% to 73% for other pupils. The proportion of year 2 pupils classified as disadvantaged decreased from 25% in 2016 to 21% in 2019, before increasing again to 25% in 2022.*

Nationally, The proportion of year 2 pupils classified as disadvantaged decreased from 25% in 2016 to 21% in 2019, before increasing again to 25% in 2022. At LaceyField, we continue to ensure eligibility checks are conducted, particularly in the current economic climate. Using the 2019 Indices of multiple deprivation data, Trinity Ward, where a substantial number of LaceyField families reside, was ranked as 3,982 out of 32,844 LSOAs in England, where 1 would be the most deprived. In East Lindsey, Trinity ranked as 30th out of 317 LSOAs. Ian Gilbert (The Working Class) and Marc Rowland (Addressing Educational Disadvantage) research suggests that in deprived areas, all children should be treated as PP, and QFT and nurture is the very best way to support progress.

## **Behavioural incidents**

The way behaviour data is tracked has recently been added to the shared drive and is much more visible and easy to access.

Over this half term, a significant number of behaviour incidents can be tracked to specific pupils for which case studies are appropriate due to a complex level of need beyond the single characteristic of pupil premium.

## **Attendance**

PP - 87.62%

Non-PP - 91.82%

National overall absence rate was 4.6% in 2020/21 (2021/22 figures not yet released) but this picture is not fully representative as 21.3% of sessions nationally were marked as not attending due to COVID.

PSAs continue to work with families in greatest need to address attendance concerns. Case studies for specific individuals highlight how the data can be affected significantly. These cannot be omitted from the data but should be taken into account.

Attendance was a key priority for the school in the academic year 2021/22, and this year is Key Priority 2 - community, with a focus on eradicating Persistent Absenteeism (PA).

## **Other actions**

The school continues to offer Nurture breakfast on a daily basis, ensuring children's needs are met so that they are able to access learning. At EINA, this is through the National School Breakfast Programme.

Enquiry walks last academic year gave staff the opportunity to see what QFT looks like across the curriculum, in other year groups and in parallel classes. This year, a focus on feedback and dialogue (KP1) will continue this collaborative practice. Further enquiry walks are planned for this academic year, and coaching opportunities are planned as part of staff meetings for both teachers and teaching assistants.

## **Pupil Voice (June)**

95% of pupils felt that there is an adult they can speak to if they are struggling.

83% of pupil premium pupils asked felt that their teacher gives them work that challenges them.

83% of pupil premium pupils felt that some lessons involve practical equipment.

55% of pupil premium pupils felt that they are always given support in lessons, while 45% felt they are sometimes given support. No children questioned felt they were never supported.

In general, pupil premium pupils speak highly of their school experience. Further PP pupil voice activities are planned for this term, and will use some of the questions from the OfSTED questionnaire to support data comparisons.