

Eastbrook Primary Pupil Premium Strategy Statement

| 1. Summary information | | | | | |
|------------------------|-------------------|----------------------------------|---------|--|----------|
| School | Eastbrook Primary | | | | |
| Academic Year | 2017/18 | Total PP budget | £29,040 | Date of most recent PP Review | - |
| Total number of pupils | 90 | Number of pupils eligible for PP | 22 | Date for next internal review of this strategy | Mar 2018 |

| 2. Current attainment | | |
|--|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected in reading, writing and maths in KS1 SATs | | |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|--|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. |
| B. | High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2. |
| C. | Reading progress is slow due to a lack of enjoyment in books. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Attendance rates for pupils eligible for PP are 82% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. |

| Desired outcomes | | |
|------------------|--|--|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve oral language skills for pupils eligible for PP in Reception class. | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |
| B. | Higher rates of progress across KS2 for high attaining pupils eligible for PP. | Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability by the end of KS1 and into year 3 and 4 |
| C. | More children enjoy reading, reading is celebrated throughout the school and at home | More opportunities to read high quality texts both in school and at home leads to rapid progress in reading in all year groups |
| D. | Increased attendance rates for pupils eligible for PP. | Reduce the number of persistent absentees among pupils eligible for PP to fall in line with government expectations. |

4. Planned expenditure

Academic year

2017/18

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 | Cost |
|---|--|---|--|---------------|---------|
| Children will make rapid progress in all years in Reading and Writing | Literacy lessons based on a core book using quality texts (Power of Reading) | We believe that a love of reading has a clear link with reading progress. | Newly appointed Literacy lead to work with primary head on: | Primary Head | £300 |
| | Cracking Comprehension programme used as extracts for reciprocal teaching | By planning around a core text children will be immersed in rich texts which will offer many opportunities for discussion and, in turn, inspire writing. | <ul style="list-style-type: none"> - mapping the reading coverage for each year group - mapping core texts for each year group in 'Reading for Pleasure' - introducing a new planning format for literacy (based on Power of Reading) | Literacy Lead | £1000 |
| | Establish a primary library | In order to make rapid progress, there must be a clear link between the school and home. We will establish a reading community where each child takes a book home aimed at their reading age but also one which can be shared with parents. | Literacy lead to attend Reciprocal Reading training and model for the rest of staff | | £1000 |
| | Banded reading books and 'Reading for Pleasure' books sent home | | All children in school to have a book bag and reading journal – ensure we have enough home readers for books to be changed as and when they are returned | | £1000 |
| | Subsidised Book Bags and Reading Records | Many of our children have English as an additional language, in adopting a reciprocal approach to reading, children will explore unfamiliar vocabulary as well as participate in discussions which will lead to a deeper understanding of the text. | | | £500 |
| | LA Reciprocal Reading project | | Establish the library as a reward for 'golden ticket' winners in celebration assembly and then open up to parents during coffee mornings as the library expands | | £2000 |
| | Maintain SFA resources for those not making the expected progress – for use in intervention groups and at home | With reading at the centre of our curriculum, we aim to raise attainment in all subject areas. | | | £12,700 |

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| Children will make rapid progress in all years in Maths and Science | Maths resources to promote mathematical thinking | High quality teaching and use of specific resources will enable children to deepen their understanding and apply their skills in different contexts. | INSET lead by primary head on working scientifically | Primary Head | £2000 |
| | Science resources to promote scientific enquiry | | Maths and science to be mapped across the curriculum for each year group | | £2000 |
| All children in reception make accelerated progress in: <ul style="list-style-type: none"> - Oral communication - Working with others - Enjoyment of books, stories and songs | Secondary staff to lead singing assemblies | As children enter our reception with low starting points, we believe that improving oral communication and ability to work with others is integral to their early development. To develop enjoyment of books, stories and songs, we will restructure our literacy lessons to be based on core texts in line with the rest of the school. All reception children will attend 'traditionally storytelling' assemblies and singing assemblies. | Twice weekly singing assemblies - half termly presentations to parents/carers | Primary Head | £1000 |
| | Resources to support language in new core text approach to literacy Cover for partnership with strong LA provision | | Reception teacher to collaborate with LA EYFS lead to map out core texts for the year and order resources in advance | Reception Teacher | £500 £600 |
| Total budgeted cost | | | | | £24600 |

ii. Assessment

| 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? |
|---|--|---|---|--------------|--------------------------------------|
| Consistent use of assessment and tracking ensures all children make rapid progress in maths and reading | Purchase PUMA and PIRA assessments for Yr - Yr 3 | Consistent assessment procedures and rigorous tracking informs teachers of each child's next steps for development. | Test weeks and assessment weeks to be placed on the school calendar Test to be taken each term (Autumn test to be taken at half term and end of term) Results from tests to be used in conjunction with TA during pupil progress meetings | Primary Head | £2000 |
| Total budgeted cost | | | | | £2000 |

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 implementation? |
|-----------------|------------------------|---|---|------------|--------------------------------------|
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| Increased attendance rates | Establish a rewards system for good attendance - Certificates - Medals - Trips | Attainment and attendance are clearly linked. We can't improve attainment for children if they aren't actually attending school. | Weekly meetings with the Secondary School Attendance officer. Primary school office staff work in collaboration with secondary attendance officer to communicate concerns | Primary Head Attendance Officer | £40 £400 |
| Improve engagement and enjoyment through enhanced enrichment opportunities | Subsidised school visits linked to Creative Curriculum topics | Children write better when they are immersed in a subject. Educational visits develop vocabulary and offer experiences on which to write about. | Creative Curriculum topics mapped for the year Each topic to have a medium term plan highlighting potential enrichment activities | Primary Head Class Teachers | £1000 |
| Extended PE opportunities using School Sports Leaders and PE co-ordinators | School Sports leader (6 th form and Year 11) to lead sessions with reception and Year 1 | Physical activity develops children both physically and mentally and is an integral part of developing a healthy lifestyle. PE teaches self-discipline and impacts on cognitive skills and attitudes; which are important components of improved academic performance. | Primary lead to collaborate with secondary PE co-ordinator to map out PE topics for the year Introduction of sports stars of the week with certificates given out in assembly. | Secondary PE Co-ordinators | £1000 |
| Total budgeted cost | | | | | £2440 |
| Total Cost | | | | | £29040 |

