

Pupil premium strategy statement

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 Primary School
Number of pupils in school	619
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	K Barkworth
Pupil premium lead	L Fulford
Governor / Trustee lead	C Huscroft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169.820
Recovery premium funding allocation this academic year	£15.805
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£185625

Part A: Pupil premium strategy plan

Statement of intent

At Eastfield Primary School our intention is that all pupils, regardless of their barriers, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Grant funding is to ensure that our disadvantaged pupils receive the highest quality of education to enable them with firm foundations of the requisite knowledge, skill and strength of character needed to be successful in life.

We believe quality first teaching is paramount and this is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We recognise that disadvantaged pupils can face a wide range of barriers which may impact on their learning. We will give our disadvantaged pupils extra, expert support and provide them with inspiration to support learning. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our ultimate objectives are to:

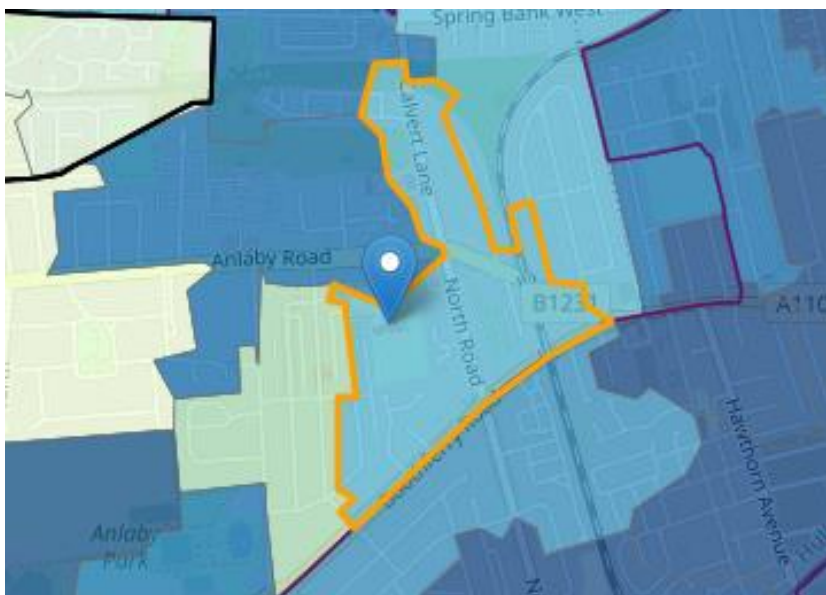
- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

When making decisions about using Pupil Premium Grant funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. The challenges are varied and there is no “one size fits all”. We will 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.

Our context:

Eastfield Primary School is a large school currently with 619 pupils on roll and 125 of pupils who receive the Pupil Premium Grant. We are located within the Boothferry ward of Kingston upon Hull local authority district. In 2019 the LSOA in which the school is located was ranked 13,119 out of 32,844 in England; where 1 is the most deprived LSOA. Our school is located amongst the 40% most deprived neighbourhoods in the country.

Below shows the LSOA map for 2019 and indicates the site of our school. Although our school is located amongst the 40% most deprived neighbourhoods in the country, our catchment includes areas which are ranked amongst the 20% most deprived neighbourhood in the country.



Source: Indices of Deprivation 2019 explorer (postcode mapper)
http://dclgapps.communities.gov.uk/imd/iod_index.html

Key Principles:

- ✓ We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.
- ✓ Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly.
- ✓ Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

- ✓ 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 addressed
- ✓ 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. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments have shown that a large proportion of disadvantaged pupils also have special educational needs. Currently, assessments show that 45% of our disadvantaged pupils also have a special educational need.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater gaps in reading, writing, maths and phonics.
3	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 3% lower than for non-disadvantaged pupils. Our persistent absence for 2020-21 and 2021-22 shows a gap of around 7% between disadvantaged and non-disadvantaged pupils.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities during school closure.
5	Our discussions and observations have identified a need to sustain and develop parental engagement and ensure this supports learning at home with a particular focus on phonics and reading.

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
To improve progress of disadvantaged SEND pupils across all key stages.	Outcomes by 2023/24 show that progress of disadvantaged SEND pupils is in line with or above compared to non-SEND disadvantaged pupils from their starting points.
To sustain and improve progress in reading, writing and maths for disadvantaged pupils across all key stages	Outcomes by 2023/24 show that progress of disadvantaged pupils is in line or above with non-disadvantaged pupils in reading, writing and maths from their starting points.
To sustain and improve attainment in reading, writing and maths amongst disadvantaged pupils across all key stages	<p>By 2023/24:</p> <p>In EYFS the gap between disadvantaged pupils and other pupils achieving GLD is narrowing since data in 2020/21</p> <p>Data shows that children from the same starting points (both disadvantaged and non-disadvantaged) achieve in line with each other.</p> <p>% of disadvantaged achieving GLD is within 10% of national average of all pupils nationally.</p> <p>At the end of KS1, % gap between disadvantaged and other pupils is narrowing since data in 2020/21.</p> <p>Data shows that children from the same starting points (both disadvantaged and non-disadvantaged) achieve in line with each other.</p> <p>% of disadvantaged pupils reaching the expected standard in reading, writing and maths is within 10% of national average for all pupils nationally.</p> <p>At the end of KS2, sustain % of disadvantaged pupils reaching the expected standard in reading, writing and maths is</p>

	<p>above national average for all pupils nationally.</p> <p>Data shows that children from the same starting points (both disadvantaged and non-disadvantaged) achieve in line with each other.</p>
To improve attainment in Y1 phonics for all pupils, particularly our disadvantaged pupils	<p>By 2023/24:</p> <p>The gap between disadvantaged pupils and other pupils achieving the expected standard in PSC is narrowing since data in 2020.</p> <p>Outcomes of the PSC show that disadvantaged pupils attainment % reaching required standard is within 5% of national average for all pupils nationally.</p>
To sustain and improve attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no less than 97%, and the attendance between disadvantaged pupils and their non-disadvantaged peers is closed the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 3% lower than other pupils.
To achieve and sustain improved wellbeing for all pupils, particularly disadvantaged pupils.	<p>Sustained high level of wellbeing by 2023/24 demonstrated through:</p> <p>pupil/parent surveys</p> <p>a significant increase in participation in enrichment activities particularly among disadvantaged pupils.</p>

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: £38 429

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional class within Y6 to support the delivery QFT and purposeful feedback to enhance progress through smaller class sizes.</p> <p>High quality CPD specifically targeting SEN/disadvantaged pupils to be delivered by members of staff in relation to QFT and curriculum approach to support their wider curriculum. CPD to focus on the use of assessment to accurately pitch and challenge pupils across the curriculum.</p> <p>Bespoke CPD cycle to be delivered to meet SEND individual need of the pupil across the curriculum, with a particular focus on ECTs and staff new to school/year group.</p> <p>Staff to attend Trust network days to support the development of QofE.</p> <p>Clear identification of disadvantaged pupils and their needs to be highlighted through moderation challenge meetings, pupil progress meetings and identification of strategies on cohort action plans.</p>	<p><i>The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils.</i> https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> <p><i>EFF research suggests that effective feedback improve learning by an additional 8 months.</i> Feedback Toolkit Strand Education Endowment Foundation EFF</p>	1, 2
<p>Phonics lead to identify strategies to close gaps in phonics and ensure children continue to make good progress towards reading and reading comprehension.</p> <p>CPD for teachers/ASAs on phonics approach (Little Wan-</p>	<p><i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</i> Phonics Toolkit Strand Education Endowment Foundation EFF</p>	1, 2, 5

<p>dle), resourcing and assessment.</p> <p>Resources to support phonics approach, including early reading resources.</p>		
<p>Sustain and improve the quality of restorative practice across the school.</p> <p>Sustain and improve the quality of social and emotional learning through Jigsaw, SMART values and character virtues – approaches to be consistently embedded across all aspect of school life.</p>	<p><i>Strong evidence associating social and emotional skills with improved outcomes at school and in later life (e.g. improved progress/attainment, behaviour, relationships).</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4

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

Budgeted cost: £99 819

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted deployment of additional adults to support the delivery QFT and purposeful feedback to enhance progress through smaller group within classes</p>	<p><i>Research indicates that targeted deployments with additional adults working with small groups to support QFT has positive impact on outcomes</i></p> <p>EEF Teaching Assistant Interventions</p>	1, 2, 4
<p>Additional intervention sessions targeted at disadvantaged pupils who require further support with a particular focus on reading and phonics.</p> <p>CPD delivered to ASAs to support the delivery and monitoring of intervention</p>	<p><i>Research identifies that positive outcomes for pupils through targeted intervention from ASA support. The research also suggests that this has most impact when time and resources are spent on quality CPD to improve support staff practice.</i></p> <p>EEF Teaching Assistants</p>	1, 2, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47 377

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff CPD on restorative practices, Jigsaw approaches and character education to ensure continuing high levels of behaviour across the school as well as sustaining the social and emotional</p> <p>Staff to provide regular check-in sessions with identified pupils who need support with social and emotional skills</p> <p>Targeted interventions and support with high trained staff (both in-house and outside agencies) to support with social and emotional needs of our children, particularly disadvantaged pupils</p>	<p><i>Whole school approaches and also targeted intervention can have positive outcomes on social and emotional</i></p> <p>EEF Behaviour Intervention</p> <p><i>There is evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF Social and Emotional Learning.pdf</i></p>	4
<p>Access to enrichment and wider opportunities such as: trips, residential, music lessons breakfast clubs and extra-curricular clubs to improve outcomes</p>	<p><i>There is a positive link between providing children with enrichment opportunities and positive impact outcomes</i></p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrich</p>	4
<p>Weekly, monthly and termly monitoring and tracking of attendance and PA of specifically disadvantaged pupils is conducted; immediate action</p>	<p><i>There's a clear link between poor attendance and lower academic achievement DfE research (2015)</i></p> <p>Department for Education (publishing.service.gov.uk)</p>	3

<p>is implemented. (More than non-disadvantaged)</p> <p>Monthly attendance monitoring meetings SLT/EWBW</p> <p>Appropriate actions are taken by SLT/EWBW inc. meetings, home visits etc.</p> <p>EWBW to work with the office attendance lead in school to monitor and support families with persistent attendance issues. Home visits conducted weekly as required.</p> <p>Use of CPOMs to record and monitor attendance.</p> <p>Incentives schemes and strategies to support improving attendance and reduction of PA</p> <p>QFT and the implementation of a broad and balanced curriculum engages and inspires pupils to attend and learn every day.</p>		
<p>Continue to improve SEND provision and ensure effective strategies are in place to support the progress and attainment of SEND/PP pupils.</p> <p>Continuation of brokerage support for SENDCO.</p> <p><u>Monthly SEND monitoring meetings SLT/SENDCO.</u></p> <p>SEND/PP pupil progress meetings conducted at key assessments points.</p> <p>Whole school provision map created with SENDCO to ensure all children who are SEN</p>	<p><i>Pupils with SEND might face significantly greater challenges in learning than the majority of their peers</i></p> <p><i>The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for PP compared to 12% of pupils without special educational needs.</i></p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-trials-announced-including-focus-on-send?utm_source=/news/new-eef-trials-announced-including-focus-on-send&utm_medium=search&utm</p>	<p>1</p>

<p>Support are monitored closely and support is provided through graduated approach (Assess, plan, do, review). Any changes communicated to parents in prompt and timely manner.</p> <p>SEND pupils catered for through SMART targets on support for all pupils on SEND register.</p> <p>Targeted meetings with parents and other stakeholders to ensure PP pupils across school with particular SEND are receiving same access to QFT.</p>	<p>_campaign=site_search&search term=outcomes%20send</p>	
<p>School to develop parental engagement and ensure this supports learning at home with a particular focus on phonics.</p> <p>Regular communication with school is encouraged and communication with parents is achieved through a variety of forums: website, Twitter, Tapestry and SchoolPing etc.</p> <p>Termly newsletters to showcase learning that has taken place to date and upcoming learning opportunities in the new term.</p> <p>Subscription to Tapestry for EYFS to provide platform for home learning.</p> <p>Regular parent workshops are conducted by staff with a focus on phonics.</p> <p>Continue to meet and greet by school leaders/teachers and start/end of school day to build positive relationships with families.</p>	<p><i>EEF Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. +3 months.</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement</p>	5
<p>Contingency fund for acute issues</p>	<p><i>We have identified the needs set a small amount of funding aside</i></p>	All

to respond quickly to needs that have not yet been identified. For example: uniform, food parcels, school meals)

Total budgeted cost: £ 185,625

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 2021 to 2022 academic year.

Priority	Outcome																																													
Strategy Aims																																														
1. To ensure that the progress of Pupil Premium children (non-SEND) is in line or above with non-Pupil Premium children in phonics (Y1), reading, writing and maths from their starting points.	2021-2022																																													
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	<p>KS1: 80% of PPP also SEND (12/15 pupils) The 3 pupils (non- SEND) all attained the expected standard in reading, writing and maths.</p> <p>KS2: 44% of PPP also SEND Progress for PPP with no SEND: Reading: +2.68 Writing: +4.96 Maths: +2.46 PP children achieving expected/expected+ based on their starting points was above national: Low PAG 40% (13% nationally) Mid PAG 92% (62% nationally) High PAG 100% (vs 92% nationally)</p>																						
<p>2. To narrow the gap between Pupil Premium children and non-Pupil Premium children for opportunities to access wide experiences across the curriculum.</p>	<p>Breakfast club: 44 disadvantaged pupils attend our breakfast club</p> <p>Music: 6 disadvantaged pupils received music lessons during 2021-2022.</p> <p>Clubs:</p> <table border="1" data-bbox="580 1227 1251 2078"> <thead> <tr> <th>Club</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Boys & Girls Football 5 & 6</td> <td>16</td> </tr> <tr> <td>Athletics Yr 2-6 x3</td> <td>22</td> </tr> <tr> <td>First steps rugby</td> <td>9</td> </tr> <tr> <td>Guitar</td> <td>3</td> </tr> <tr> <td>Choir</td> <td>5</td> </tr> <tr> <td>Ipad x2</td> <td>16</td> </tr> <tr> <td>netball</td> <td>1</td> </tr> <tr> <td>Gymnastics</td> <td>7</td> </tr> <tr> <td>Boys & Girls Football Yrs 3 & 4</td> <td>8</td> </tr> <tr> <td>Dance</td> <td>4</td> </tr> </tbody> </table>	Club	PP	Boys & Girls Football 5 & 6	16	Athletics Yr 2-6 x3	22	First steps rugby	9	Guitar	3	Choir	5	Ipad x2	16	netball	1	Gymnastics	7	Boys & Girls Football Yrs 3 & 4	8	Dance	4
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Wider Strategies													
<p>1. To increase the attendance of pupils eligible for Pupils premium whilst reducing the number of persistent absentees amongst this group of pupils.</p>	<p>The impact of COVID-19 still reflected on our attendance figures in 2021-22. Through conversations and meetings we have found that a number of disadvantaged families were nervous to send children to school through anxieties and emotional worries. A high proportion of pupils were also absent due to having Covid in the autumn term. This has had an impact on our overall attendance last academic year. We are working on this challenge with the activities detailed in this plan.</p> <table border="1" data-bbox="580 618 1299 741"> <thead> <tr> <th>2021-2022</th> <th>All</th> <th>PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>94.5%</td> <td>93%</td> <td>-1.5%</td> </tr> <tr> <td>PA</td> <td>10.3%</td> <td>20.3%</td> <td>-10%</td> </tr> </tbody> </table>	2021-2022	All	PP	Gap	Attendance	94.5%	93%	-1.5%	PA	10.3%	20.3%	-10%
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<p>2. To implement and deliver regular mental health and well-being sessions.</p>	<p>Our assessment indicate that pupil wellbeing and mental health were significantly impacted last year due to COVID-19 issues. Jigsaw is taught weekly across the school these are age related sessions.</p> <p>Across the year, 18 PP pupils received 1:1 regular mental health and well-being sessions. We also have a number of children across the school who complete regular check-ins either with the EWB, their teacher or an ASA last year 21 children EWB. We are seeing improvements in their emotional well-being particularly with confidence and self-esteem.</p> <p>28 PP pupils received WRAP transition support from Barnado's. This aims to build resilience and promote self-care among young people.</p> <p>53 PPP from years 5 and 6 took part in the respectful relationships workshop provided by HCC VEMT Team.</p> <p>5 pupils received support from agencies to help with the trauma they have suffered.</p> <p>The EWBW has undertaken numerous training courses to up-skill and to keep up to date with current issues. These include domestic abuse Stay with Me, Child to parent Violence and Abuse, Trauma Informed Care and one EWBW completed her ELSA training to support the emotional literacy of pupils.</p>												
<p>3. To increase parental engagement.</p>	<p>Through conversations with parents we are aware that the wellbeing and mental health of adults were significantly impacted last year due to COVID-19 issues. EWBW have also provided support to key families who have had anxieties about returning to school following COVID-19 restrictions. They have worked closely with families to provide emotional well-being support and to provide details of outside agencies if further support is required.</p> <p>Parental feedback has been very positive – see parental survey results.</p>												

	<p>Staff have continued to work hard to build up relationships with parents during these difficult times using email and telephone as the main method of communication.</p> <p>Support has been provided for parents if required, priority was given to PP pupils with equipment and the internet to access Teams. Engagement with home learning was high across the school.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	