

# Eastlea Primary Pupil Premium Strategy Statement 2020-2021

## School overview

School name	Eastlea Primary
Pupils in school	189
Proportion of disadvantaged pupils	43%
Pupil premium allocation this academic year	£1345 per pupil x 66 = £88,770
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	November 2021
Statement authorised by	Miss E Beeston
Pupil premium lead	Miss E Beeston
Governor lead	Mrs D Oliver

## Disadvantaged pupil progress scores for last academic year (2019-20)

KEY STAGE 2	
Measure	Score
Reading	NO DATA AVAILABLE DUE TO COVID
Writing	
Maths	

## Disadvantaged pupil performance overview for last academic year (2019-20)

KEY STAGE 2	
Meeting expected standard in Reading	NO DATA AVAILABLE DUE TO COVID
Achieving high standard in Reading	
Meeting expected standard in Writing	
Achieving high standard in Writing	
Meeting expected standard in Maths	
Achieving high standard in Maths	
KEY STAGE 1	
Meeting expected standard in Reading	NO DATA AVAILABLE DUE TO COVID
Achieving high standard in Reading	
Meeting expected standard in Writing	
Achieving high standard in Writing	

Meeting expected standard in Maths	
Achieving high standard in Maths	
Meeting expected standard in Reading	
<b>NATIONAL PHONICS CHECK</b>	
Year 1 pass	NO DATA AVAILABLE DUE TO COVID
Year 2 recheck pass	
<b>EYFS</b>	
GLD	NO DATA AVAILABLE DUE TO COVID

### SPENDING PRIORITIES AND RATIONALE FOR 2020-2021

Measure	Activity / Projected Spend
Teaching Priorities Over Time	Enable pupils to reconnect with staff and their peers to achieve their full potential via a broad, balanced and engaging curriculum <b>£61,000 approx</b>
Targeted Academic Support	Support the pupils towards achieving to the best of their abilities following return to school in reading, writing and maths assessments <b>£5000 approx</b>
Wider Strategies	Ensuring the social, emotional and wellbeing of pupils is given priority to enable them to be ready and better able to learn <b>£22,000</b>
<b>Barriers to learning these priorities address</b>	Children may feel disconnected from school after the long period of lockdown and have fallen behind in their learning due to difficulties with home schooling during the pandemic. Pupils may feel insecure and uncertain about the future resulting in low aspirations.

### Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure teaching assistant support in every class for extended time to improve adult : pupil ratios and enable staff to have more time to deliver targeted interventions with the pupils they know best
Priority 2	Allow opportunities for active learning to ensure pupils remain physically and mentally active in their approach to learning
<b>Barriers to learning these priorities address</b>	Pupils will need additional catch up support after an extended period of time away from school. Pupils may be disengaged with learning.
Projected spending	<b>£61,000</b>

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Phonics - improve the quality and consistency of the teaching of early reading, by further accessing Read Write Inc CPD for staff and purchasing additional books to allow for wider whole class/group Phonics work
Priority 2	Maths mastery – provide in class/peer support for staff using TRG Programme for Specialist mastery teachers in school (EF)
<b>Barriers to learning these priorities address</b>	Pupils need additional support to develop their reading skills and maths reasoning/explanation skills – typically an area of weakness for this cohort
Projected spending	<b>£5000</b>

## Wider strategies for current academic year

Measure	Activity
Priority 1	Provide allocated Haven time for pupils to access additional targeted individual and small group support with emotional development Provide class based whole class PSHE input – right time THRIVE – to support cohorts with identified needs
Priority 2	Maintain system of school based incentives to encourage active engagement in Eastlea school life and positive attitudes to learning, e.g. Golden Days, reading challenge, attendance wards, additional enrichment activities to broaden the curriculum
<b>Barriers to learning these priorities address</b>	Children who are not emotionally resilient are unable to access academic learning as they do not feel safe/secure in school and may have low self-esteem
Projected spending	<b>£22,000</b>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Balancing the levels of need in different cohorts with the reduced staff numbers/ hours available following recent budget cuts	Increasing hours and TA numbers where possible to ensure statutory ratios are fulfilled and intervention needs best met
Targeted support	Ensuring funds are available to support the wholesale delivery of Read Write Inc phonics in terms of CPD and resources	Read Write Inc training and resources to be funded via school budget / fundraising ventures and bids for additional support
Wider strategies	Ensuring wider staff team are supported to address emotional needs of pupils	Staff meeting input via EF and EB to provide rationale and potential strategies for pupils

## Review: last year's aims and outcomes

Aim	Outcome
Teaching priorities – maintaining high staff : pupil ratios across the school	<p>Reductions in staff numbers due to redundancies impacted on the quality and quantity of interventions we could provide.</p> <p>Staff from KS2 were required to support with younger pupils to maintain statutory ratios and a 'team' approach to PPA cover</p>
Targeted academic support for Phonics – early reading	<p>Read Write Inc training delayed due to admin errors (not of our making) and then cancelled due to Covid.</p> <p>Resources supplemented to some extent, but more wholesale introduction of wider range of books to support early reading development required in order to be more effective.</p>
Targeted academic support for Maths – embedding mastery approach	<p>Pupils more able to verbalise and discuss their maths learning, using sentence stems to support their thinking.</p> <p>Approaches stripped back to focus on deeper understanding of key concepts.</p> <p>More work is needed to broaden the mastery expertise within school and allow for peer support amongst staff to share and model good practice.</p>
Wider strategies – prioritising the emotional wellbeing of pupils to enable them to better focus on their learning	<p>Wider opportunities maintained with high levels of pupil engagement</p> <p>Funding for THRIVE enabled Licensed practitioners x 4 to maintain their support for the children and keep up to date with latest developments</p>
Wider strategies – Delivery of the curriculum to be rethought to allow for clearer progression of skills	<p>Curriculum development halted due to Covid. Discussions amongst coordinators valuable in attempting to focus on delivery and development of skills, but no tie to review and streamline key learning skills and qualities due to Covid.</p> <p>Broader curriculum maintained wherever possible for the first term and a half before Covid restrictions started to have an impact</p>