

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

This statement 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.

Within Somerset, Sedgemoor has the highest number of deprived neighbourhoods and Eastover is amongst the 50% most deprived neighbourhoods in the country.

School overview

Detail	Data
School name	Eastover Primary School
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan	2021/2022 to 2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Nicola Darby, Headteacher
Pupil premium lead	Vivien Hamblin Business Manager
Governor / Trustee lead	Kerry James Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177540
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years.	£13654
	Minus £12105 adjustments
Total budget for this academic year	£179424

Part A: Pupil premium strategy plan

Statement of intent

At Eastover Primary School it is the collective responsibility of all Governors and staff to:

- Ensure that all pupils, irrespective of their background or challenges make good academic progress.
- Ensure High quality teaching and learning to support disadvantaged pupils.
- Support staff development to ensure quality knowledge and expertise to address disadvantages to learning.
- Ensure that individuals receive a balance of opportunities to develop academically in and out of the classroom environment.
- Provide enrichment activities and opportunities for disadvantaged pupils, in order to support their holistic development and allow them to develop ambitions and motivation for academic success.

We aim to do this through:

- Early intervention for addressing gaps in learning.
- Investing in evidence-based strategies to improve attainment through academic interventions
- Develop positive attitudes towards learning, which has an advantageous impact upon academic attainment.
- Support families and pupils through the Parent Family Support Advisor and ensure they are signposted to the correct support.
- Having high expectation of all pupils giving them every opportunity to reach their full potential.
- Support children and families with activities, uniform, educational trips and residential visits.
- Effectively use diagnostic assessments to indicate areas for development and targeted support.
- Ensure that there is an effective monitoring system in place to measure the impact on every child.
- Promote the “Love of Reading” through the provision of books and reading interventions.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Poor language development
2	Narrow experiences of life outside school
3	Parental support and engagement
4	Attendance and punctuality

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
Quality Literacy interventions together with good teacher training and knowledge to be implemented to support improvement to reading across the school. Pupils to make expected progress in reading, writing and maths.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. The progress of disadvantaged children measured against non-disadvantaged is level or increased taking in to account the starting points.
Ensure pupils have a broad range of life experiences outside school.	At least 95% of disadvantaged children will attend these events. This is done by financial support with trips, residential visits and other enrichment activities. After school activities will be monitored to ensure a broad range of children are attending all clubs. Some children will be targeted to attend clubs.
Greater parental engagement with the school, to address concerns quickly and support parental learning and knowledge of their child's educational journey.	Parents will confidently engage with the school and become a contributing part of the school community. School easily contacted by email, phone and face to face.
Attendance and punctuality to be improved across the school.	Improved attendance the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. <ul style="list-style-type: none"> the percentage of disadvantaged pupils who are persistently absent being below 12%

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

Budgeted cost: £77161

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide specialist interventions	Tracking children raising cause for concerns at weekly SLT meetings. Discussing at Pupil Progress Meeting termly. Introduce intervention targeted software to show impact. High quality teaching and targeted interventions are shown to raise the achievements of disadvantaged children. See EEF	1 & 4
To raise standards in Foundation Stage	Additional support required within this year group to address the initial needs of some children. Pre-school visits and school entry plan meetings show children start school without the language development. Tracking children, review of School Entry Plans.	1, 2, 3 & 4
ICT Development	Better understanding of ICT from feedback from staff. ICT Co-ordinator to provide training for all staff and purchase additional resources to support learning in all year groups. Parental survey to support remote learning shows that parents were happy with the support provided.	1 & 3
Tutoring Allowance	Tutoring for all children who need additional hours to in small catch-up groups Monitoring and assessment – see Year 6 SATS results. See NFER standardised scores Year 1 – 6 increased over the year.	1

Targeted academic support

Budgeted cost: £72194

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide specialist speech and language support.	Qualified support staff able to monitor and support children. High number of children within school raised as concern in this area and initial on school data.	1

To provide specialist interventions for Yr 6/tutoring.	Children to be given every opportunity to attain national expectations in KS2 – see end of year data.	1
To provide EAL teacher.	Raised standards for EAL children across the school. EAL Report showing greater language development across all year groups – see EAL tracking sheet.	1 & 3
To improve standards in Maths	Pupil Tracking and monitoring. High quality teaching and targeted interventions (EEF) Year 4 multiplication checks, Year 6 maths SATS data above national average	1
To provide a specialist Reading intervention TA/apprentice	Ensure all children have RA near to chronological age. Ensure all PP children access interventions to bridge the attainment gap. Evidence shows greater language development for children who access a range of books at the correct challenge level.	1
Enhancing School Curriculum	Fund school trips and visitors. Swimming – enable children to learn life skill of swimming. Dance, Animations and Art workshops. School obtained gold Arts Mark; children have been able to work with a range of artists in different medias over a number of years. See Art installations around the school. Parents invited into school to view all the work that happens during these activities.	1, 2 & 3

Wider strategies

Budgeted cost: £30069

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a Parent Family Support Advisor	To help engage with parents. Reports from safeguarding team and cause for concerns raised from staff. Parental self-referrals. Monitor parents accessing service. To look at social aspects of pupil development and help parents meet these needs. Help with signposting and day to day needs including uniform.	2,3 & 4
Magic Breakfast scheme	Offering a 'Grab and go' breakfast for every child in school to help encourage those that really need the provision without stigma. Through staff surveys and pastoral understanding of our children. Monitor attendance and staff survey to be carried out following a year of the provision.	3 & 4

School Counsellor	<p>Provide counselling for vulnerable children with professional.</p> <p>Parental referrals, SENDCo reports and safeguarding team.</p> <p>Wellbeing of children. Feedback from parents. CSRS (Child session rating scale) form to be used to see how they are feeling at start and end of sessions.</p>	3 & 4
Staff Training	<p>Staff CPD</p> <p>Evidenced through PM's</p> <p>Monitored and evidenced through targets set during PM.</p> <p>Staff training log, High quality teaching (see EEF)</p>	1,2,3 & 4
Milk/Juice	<p>Milk offered to all children eligible.</p> <p>Supporting nutritional guidelines</p> <p>Registers of children receiving Milk kept.</p> <p>Fruit is offered free of charge to all children across the whole school.</p> <p>End Child Food Poverty</p> <p>https://foodfoundation.org.uk/sites/default/files/2021-10/END-CHILD-FOOD-POVERTY-DEBATE-BRIEFING.pdf</p>	3 & 4
Reading Resources	<p>Develop the love of reading.</p> <p>Parents and children reminded of importance of reading every night Resources and books purchased to encourage reading across the school.</p> <p>Monitoring of assessments to ensure all children reach at least age-related expectations. Book donations for swaps. Whole school initiative and children to be encouraged to use by use of rewards scheme.</p>	1, 2 & 3
School Uniform	<p>Ensure children are dressed in appropriate uniform and not stigmatised. School to assist with uniform to those eligible families.</p> <p>Children to receive a book bag on admission to school.</p> <p>Dfe School Uniform Guidance</p> <p>https://www.gov.uk/government/publications/school-uniform/school-uniforms</p>	3 & 4
Home Resources	<p>Ensure children have the provisions to continue learning at home, provision of books, equipment and book bags etc</p>	2 & 3

Total budgeted cost: £179,424

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.

It is hard to fully ascertain the full impact of the Pupil Premium strategy following the COVID lock downs between March 2020 and April 2021. However, we recognise that some strategies were extremely important in supporting disadvantaged families during this period such as Breakfast provision, food parcels, fruit, PFSA support. These provisions are hard to measure the direct impact of to our families.

The internal data shows that the provision of high quality training to all staff and therefore targeted support for the disadvantaged shows academic progress being made.

	Reading	Writing	Maths	SPAG
All (60)	41/60 68%	36/60 60%	50/60 83%	43/60 72%
PPG (23)	15/23 65%	13/23 57%	16/23 70%	13/23 57%
Non-PPG (37)	26/37 70%	23/37 62%	34/37 92%	30/37 81%
EAL (18)	13/18 72%	10/18 56%	18/18 100%	17/18 94%

We recognise the impact of the lock downs was greater for the younger children as shown by Year 2 data. Therefore in the 22/23 academic year the Year 3 children will receive further targeted support through PP and catch-up funding.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.