

**Pupil Premium Strategy 2018-19**

Academic Year	2017-18	2018-19
Total Pupils	204	206
Number of Pupils eligible for PP	17	15 (Currently 19)
Amount of PP per pupil	£1354	£1720
Total PP Budget	£23,020	£25,807

Disadvantaged Pupils in 2017/18 – Key Stage One	Disadvantaged pupils	National - Pupils not disadvantaged
% achieving expected standard in Writing	100%	79%
% achieving expected standard in Reading	100%	72%
% achieving expected standard in Maths	100%	79%
% achieving greater depth in Writing	50%	20%
% achieving greater depth in Reading	50%	17%
% achieving greater depth in Maths	50%	23%

Disadvantaged Pupils in 2017/18 – Key Stage Two	Disadvantaged pupils	National - Pupils not disadvantaged
% achieving expected standard in Writing, Reading and Maths	50%	67%
% achieving higher standard in Writing, Reading and Maths	0%	11%
KS1 – KS2 progress in Writing	2.9	-0.7
KS1 – KS2 progress in Reading	3.5	0.2
KS1 – KS2 progress in Maths	-3.3	0.3

**Distribution of Disadvantaged Pupils 2018/19**

Academic Year	2018-19
YR	2
Y1	1
Y2	2
Y3	6
Y4	4
Y5	1
Y6	3
Total Pupils	19

<b>Barriers to attainment (for disadvantaged pupils)</b>	
<b>A</b>	20% of our disadvantaged pupils are also identified as SEND.
<b>B</b>	13% of our disadvantaged pupils are also identified as 'Looked After Children'. 20% of our disadvantaged pupils are also identified as a 'Child in Need'. 60% of our disadvantaged pupils are also identified as 'Vulnerable'.
<b>C</b>	33% of our disadvantaged pupils are also identified as 'Persistently Absent'.
<b>D</b>	Some of our disadvantaged pupils have limited experiences and do not engage in diverse cultural activities outside school.

<b>Desired Outcomes</b>	
<b>A</b>	All pupils, including disadvantaged pupils, exceed national averages at the end of each key stage in Writing, Reading and Maths. All pupils, including disadvantaged pupils, make better than expected progress across each key stage.
<b>B</b>	All pupils, including disadvantaged pupils, receive any support necessary to enable them to access learning effectively.
<b>C</b>	All pupils, including disadvantaged pupils, achieve at least 96% attendance.
<b>D</b>	All pupils in school have access to inspirational experiences that enrich their educational provision.

Planned Expenditure					
Quality First Teaching					Cost: £6982
Desired outcome	Chosen approach	Rationale	Evidence	Review Dates	Staff Lead
All pupils, including disadvantaged pupils, achieve ARE+ or make rapid rates of progress from their individual starting points.	<p>Deploy teaching assistants effectively to provide additional support to disadvantaged pupils.</p> <p>Ensure that teaching assistants are well trained on quality first teaching strategies.</p>	The T+L toolkit highlights the high cost/low impact of teaching assistants in general. However there is clear evidence that our strategy at Eastburn of using support staff to provide targeted support for identified pupils impacts positively on pupil progress and ensures catch-up.	<ul style="list-style-type: none"> <li>▪ Pupil tracking and half-termly assessment information.</li> <li>▪ Pupil Progress Meetings.</li> <li>▪ Impact of Interventions.</li> <li>▪ Lesson observations.</li> </ul>	<p>December 2018</p> <p>March 2019</p> <p>July 2019</p>	Inclusion Leader - JH
Impact					
<p><b>Analysis of progress and attainment data (December 2018) indicates that:</b></p> <ul style="list-style-type: none"> <li>-The attainment of PP pupils is improving in Writing and Maths.</li> <li>-PP pupils are making better progress than those who are not in Writing and Maths.</li> <li>-The gap in attainment between those PP children and those who are not is closing in Maths.</li> </ul> <p>However, PP pupils have not made the same progress in Reading and the attainment gap is widening. Further work is needed to ensure that pupils who are eligible for Pupil Premium are able to close this gap.</p> <p>December 2018: Feedback from pupil interviews indicates differing attitudes to Reading and Writing amongst Pupil Premium children. Some children report feeling very positive towards these subjects whilst others report not reading at home and not particularly enjoying writing. The school has identified this amongst a very small minority of pupil premium children, often boys and will pursue this as a line of enquiry as part of our work on developing a whole-school approach to the teaching of Reading.</p>					

**Attainment**

ATTAINMENT PUPIL PREMIUM (17 of 19)	Writing			Reading			Mathematics		
% of pupils working at (or above) each band	ARE+	A+	WA	ARE+	A+	WA	ARE+	A+	WA
Baseline 2018	64	36	21	71	36	29	64	43	21
October 2018	53	33	13	67	33	20	53	40	20
December 2018	59	29	18	65	35	24	65	35	18
Target	80			80			80		

ATTAINMENT NOT PP	Writing			Reading			Mathematics		
% of pupils working at (or above) each band	ARE+	A+	WA	ARE+	A+	WA	ARE+	A+	WA
Baseline 2018	80	32	11	85	36	11	82	30	11
October 2018	74	32	9	80	38	11	74	30	11
December 2018	80	34	11	86	43	13	81	33	14
Target	80			80			80		

**Progress**

PROGRESS PUPIL PREMIUM (17 of 19)	Writing	Reading	Mathematics
October 2018	60	67	67
December 2018	71	77	88
Target	80	80	80

PROGRESS NOT PP	Writing	Reading	Mathematics
October 2018	82	82	85
December 2018	91	94	93
Target	80	80	80

Quality First Teaching					Cost: £6403
Desired outcome	Chosen approach	Rationale	Evidence	Review Dates	Staff Lead
All pupils, including disadvantaged pupils, have a range of metacognition strategies to use within lessons and across the curriculum subjects.	To develop pupils' learning behaviours throughout school through the development of Building Learning Power.  Buy in support from The Learning Organisation to provide quality CPD for all staff in school.	The T+L toolkit highlights the very low cost/high impact of work to develop pupil meta-cognition. Eastburn Junior and Infant School has made this central to its school ethos in order to raise pupil outcomes and promote learning engagement	<ul style="list-style-type: none"> <li>▪ Pupil tracking and half-termly assessment information review.</li> <li>▪ Pupil progress meetings.</li> <li>▪ Pupil interviews.</li> </ul>	December 2018  March 2019  July 2019	BLP Lead – RMc
<b>Impact</b>					
<p><b>October 2018: Staff have used the TLO assessment tool to assess pupil's levels of perseverance and identified key activities which will be delivered in the coming term to develop the children's perseverance muscles.</b></p> <p><b>Lesson observations (November 2018) indicate a calm and purposeful atmosphere in classes across school with all pupils, including Pupil Premium pupils, engaged in their learning and showing high levels of perseverance.</b></p> <p><b>December 2018: Feedback from pupil interviews indicates differing attitudes to Reading amongst Pupil Premium children. The majority of children appear very positive about Reading and report that they are enjoying the new reading books and library. However, a small minority of pupil premium boys do not report being motivated to read at home. The school will pursue this as a line of enquiry and consider the needs of this group as part of our work on developing a whole-school approach to the teaching of Reading.</b></p>					

Targeted support for disadvantaged pupils with SEND					Cost: £6403
Desired outcome	Chosen approach	Rationale	Evidence	Review Dates	Staff Lead
All pupils, including disadvantaged pupils achieve ARE or make rapid rates of progress from their individual starting points.	Provide targeted support for identified pupils through the Inclusion Leader.  Early identification of SEND where appropriate.  Effective use of provision plans to close the gap.	The T+L toolkit highlights the moderate cost/moderate impact of small group tuition. There is clear evidence that our strategy of using the Inclusion Leader to provide targeted support for identified pupils impacts positively on pupil progress and ensures catch-up.	<ul style="list-style-type: none"> <li>▪ Pupil tracking and half-termly assessment information.</li> <li>▪ Pupil Progress Meetings.</li> <li>▪ Impact of Interventions.</li> <li>▪ Lesson observations.</li> <li>▪ Progress against provision plan targets.</li> </ul>	December 2018  March 2019  July 2019	Inclusion Leader - JH

Impact			
Support	No. Of Pupils	Focus	Impact
IDL	25 pupils (2 x Disadvantaged)	<ul style="list-style-type: none"> <li>▪ Reading (decoding skills);</li> <li>▪ Spelling support.</li> </ul>	<p><b>59% of Pupils accessing IDL achieve ARE+ in Reading.</b>  <b>96% of Pupils accessing IDL are making expected or better than expected progress in Reading.</b></p> <p><b>41% of Pupils accessing IDL achieve ARE+ in Writing.</b>  <b>74% of Pupils accessing IDL are making expected or better than expected progress in Writing.</b></p>
Nurture Group	6 Pupils (2 x Disadvantaged)	<ul style="list-style-type: none"> <li>▪ Social and emotional skills;</li> <li>▪ Self-regulation;</li> <li>▪ Self-awareness;</li> <li>▪ Readiness to learn.</li> </ul>	<p><b>50% of Pupils accessing Nurture Group are making expected or better than expected progress in Writing.</b></p> <p><b>83% of Pupils accessing Nurture Group are making expected or better than expected progress in Reading.</b></p> <p><b>33% of Pupils accessing Nurture Group are making expected or better than expected progress in Maths.</b></p>

Targeted support for disadvantaged pupils who are also identified as vulnerable	Cost: £4022
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Desired outcome	Chosen approach	Rationale	Evidence	Review Dates	Staff Lead
<p>Enable vulnerable pupils, including disadvantaged pupils, develop improved social, emotional and behavioural skills.</p> <p>Equip vulnerable pupils, including disadvantaged pupils, to access the mainstream curriculum at the appropriate level.</p>	<p>To provide targeted support to vulnerable children and families through our Pastoral Manager.</p> <p>To provide targeted support to vulnerable pupils through daily Nurture Group provision.</p> <p>To provide targeted support to vulnerable pupils through Children's Mental Health Project.</p>	<p>The T+L toolkit highlights the moderate cost/moderate impact of focusing on social and emotional learning and the high impact/very low cost of teaching self-regulation.</p> <p>Eastburn is highly committed to supporting our most vulnerable pupils and ensuring all can access the mainstream curriculum.</p>	<ul style="list-style-type: none"> <li>▪ Boxall Profiles.</li> <li>▪ Reintegration Scores.</li> <li>▪ Serious Incidents Records.</li> <li>▪ CPOMs Records.</li> <li>▪ Progress against provision plan targets.</li> <li>▪ Pupil Questionnaires (entry and exit)</li> </ul>	<p>December 2018</p> <p>March 2019</p> <p>July 2019</p>	<p>Pastoral Manager - HG</p>

**Impact**

The Pastoral Manager continues to support vulnerable children and families through school in accordance with the school's Early Help Offer. This includes working with families to improve attendance, to support applications for improved housing and working with outside agencies including Children's Social Care, Foster Carers, Behaviour Support and Early Help to improve outcomes for children.

Boxall Profiles indicate that the majority of pupils in Nurture Group are making positive progress, with a small number of pupils making significant progress and beginning gradual re-integration in to the mainstream classroom. Although CPOMs analysis highlights an increase in the number of serious behaviour incidents, these are related to a single child.

**Children's Mental Health Project:**

14 pupils have taken part in one of two small groups to support children with either managing 'Emotions' or 'Anxiety'. Of these pupils, 4 pupils are eligible for Pupil Premium. Exit questionnaires indicate that most pupils have found this intervention helpful in promoting positive mental health.

Targeted support					Cost: £1005
Desired outcome	Chosen approach	Rationale	Evidence	Review Dates	Staff Lead
Work with families of disadvantaged pupils to maintain good rates of attendance (96+%).	Identify pupils whose attendance falls below 92% and work with families to set targets for improvement.  Work with families of disadvantaged children to emphasise the importance of regular attendance.	DfE 2012 report on 'Improving attendance at school' cites: There is a clear link between poor attendance at school and lower academic achievement.	<ul style="list-style-type: none"> <li>Attendance data for disadvantaged pupils.</li> </ul>	December 2018  March 2019  July 2019	Inclusion Leader - HG

#### Impact

#### Attendance 2018/19

%	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Overall (Group Analysis by Attendance)	98.1%	97.1%	97.0%	96.8%						
Pupil Premium	95.1%	93.7%	94.3%	94.4%						

Analysis of the attendance data, indicates that disadvantaged pupils continue to have lower rates of attendance compared with pupils overall.

January 2019 - Four Pupil Premium children have been identified as Persistently Absent.

The Pastoral Manager continues to work closely with all families, particularly PP, to improve attendance.

Targeted support for disadvantaged pupils who have limited experiences

Cost:£992

Desired outcome	Chosen approach	Rationale	Evidence	Review Dates	Staff Lead
All pupils have access to the full range of enrichment activities on offer in school.	<p>All children who take up Pupil Premium are fully funded for events, trips and activities.</p> <p>Identify key groups and key year groups to take part in enrichment activities.</p> <p>Identify targeted pupils throughout school to take part in outdoor learning opportunities.</p>	<p>The T+L toolkit highlights the low cost/medium impact of offering participation in different events and activities.</p> <p>There is clear evidence that our strategy of providing enrichment for pupils impacts positively on pupil well-being and engagement.</p>	<ul style="list-style-type: none"> <li>Participation rates</li> </ul>	<p>December 2018</p> <p>March 2019</p> <p>July 2019</p>	Inclusion Leader - HG

**Impact**

Disadvantaged Pupils Participation	Event/Visit/Activity		
	Autumn	Spring	Summer
EYFS			
1	Industrial Museum – 1 pupil		
2	Zoolab – 2 pupils Florence Nighingale – 2 pupils		
3	Cliffe Castle - 6 pupils		
4	Music Live – 4 pupils Cliffe Castle – 4 pupils		
5			
6	Memorial – 3 pupils		