

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Eastlands Junior school
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	11.10.2024
Date on which it will be reviewed	11.10.2025
Statement authorised by	S Graham
Pupil premium lead	B Butler
Governor / Trustee lead	Jo Rush

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,440, PPF/LAC £2570, PPF Matching to DFE £11,840
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£92,850

## Part A: Pupil premium strategy plan

### Statement of intent

At Eastlands Junior School our ultimate objective for our pupil premium children is to close their educational gap first and foremost and help them to achieve their potential.

The school aims to build the resilience of the children through strategies that are taught and a relationships-based behaviour system. Our values are used as our reward system and that sees the development of resilience and qualities children will need as they grow.

We also strive to equal the playing field in terms of experiences and life chances. We want to broaden the horizon for our children and show them the possibilities that life could bring. We want to raise their aspirations and show them that life is not limited to the immediate area.

Our intent is to bridge the gap so that there is no difference between the pupil premium children and the non- pupil premium children.

We want to develop the communication skills of the pupil premium children. We do that through using pupil voice, school council, focusing on handwriting and written outcomes with interventions, reading and writing read out loud, reading out loud to model to the children and the development of vocabulary to aid with increased articulation and oracy.

The key principles are:

1. To close the educational gap.
2. To broaden their life experiences and raise aspirations.
3. To improve the attendance of PP children and close the gap.

## Challenges

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

Challenge number	Detail of challenge
1	Data shows there is a difference between the attainment of PP and All children in Reading, Writing and Maths.
2	Emotional health, well-being and wider experience impacting on the children's readiness to learn.
3	Data continues to show that attendance of PP children and persistent absentee levels for PP children have an impact on attainment outcomes.

## 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
Improved reading attainment among PP children.	KS2 reading outcomes in 2024/2025 show that PP children achieve in line with comparable groups.
Improved writing attainment among PP children.	KS2 writing outcomes in 2024/2025 show that PP children achieve in line with comparable groups.
Improved maths attainment among PP children.	KS2 maths outcomes in 2024/2025 show that PP children achieve in line with comparable groups.
To raise pupil aspirations, Health and well being and wider experiences for all pupils in our school, particularly our PP children.	<p>Sustained health and well being, aspirations and wider experiences provided for all pupils particularly our PP children</p> <ul style="list-style-type: none"> <li>evidenced in the curriculum, learning walks, book looks</li> <li>pupils' aspiration, through pupil voice</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our PP children.	Sustained high attendance by 2024/25 demonstrated by absence rates for PP children being less than 5% and persistent absence no more than 16%

## 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: £37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching assessment and a broad and balanced knowledge based curriculum which responds to the needs of pupils	<p>Curriculum development linked to appraisal and Middle Leadership roles. Funding to support leader to conduct monitoring and evaluation, attend CPD networks/and visit other school to share good practice. <a href="https://www.eef.org.uk/eef/eef-effective-professional-development-guidance-report">EEF-Effective-Professional-Development-Guidance-Report.pdf</a> (<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>)</p> <p>Development of the Welbeck way which encapsulates a bespoke T and L toolkit of cognitive approaches to learning, evidenced in QFT and quality assured through monitoring and evaluation schedule. Funding for conducting monitoring and evaluation, attend CPD and visit other school to share good practice</p> <p><a href="#">Cognitive science approaches in the classroom - A review of the evidence.pdf</a> (<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>)</p> <p><a href="https://www.eef.org.uk/eef/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF</a> (<a href="https://www.eef.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>Challenge 1</p> <p>Challenge 1</p>
Professional development to support implementation of approaches	<p>School improvement adviser supporting SEND to develop QFT and graduated response for DP SEND. Funding to facilitate SENCo release time working with SIO, other schools with good practice and within schools supporting staff</p> <p><a href="https://www.eef.org.uk/eef/special-educational-needs-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF</a> (<a href="https://www.eef.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>Challenge 1</p>
Mentoring and coaching for teachers	<p>Peer on peer mentoring and coaching of staff. Funding to facilitate time for joint</p>	<p>Challenge 1</p>

<p>Supporting the recruitment and retention of teaching staff</p> <p>Technology and other resources that support high quality teaching</p>	<p>monitoring and evaluation and peer triads, attend CPD and network with other schools.  <a href="#">NIOT mentoring and coaching - Key Takeaways.pdf</a></p> <p>ECT mentor and tutor time for monitoring, evaluation and review, ECT, mentor and tutor attend ECT CPD</p> <p>Purchase of Teach Computing  Times table rock stars  SATS companion  <a href="#">EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>Challenge 1</p> <p>Challenge 1</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention to support language development, Literacy and Numeracy</p> <p>Targeted interventions and resources to meet the needs of disadvantaged pupils with SEND</p>	<p>Phonics, Reading and Maths interventions, funding to support TA CPD and purchase of resources.  <a href="#">Tutoring Guide 2022 V1.2.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Investment in White Rose Maths intervention webinar CPD and resources.  <a href="#">Education Endowment Foundation   EEF</a></p> <p>SALT inhouse provider to support pupils language development, working alongside school and home. <a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>Challenge 1</p> <p>Challenge 1</p>

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils social, emotional and behavioural needs	<p>Nurture TA employed to support individual pupils. Small class size in identified year group to support wellbeing of pupils.</p> <p>TA ELSA and Solihull CPD</p> <p>School counselling service supporting individual pupils.</p> <p>Forest schools onsite facilitator</p> <p>Whole school CPD with behaviour support team to revisit school behavior policy.</p> <p>CPD attention autism, intensive interaction and PDA.</p> <p><a href="https://www.eef.org.uk/primary/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Mental health lead to attend training, and carry out regular wellbeing meetings and reviews with staff and pupils.</p> <p><a href="https://www.eef.org.uk/primary/eef-effective-professional-development-guidance-report">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	Challenge 2
Supporting attendance	<p>Attendance coordinator to meet with staff parent and pupils, attend attendance network, access CPD and good practice, make home visits, communicate with parents.</p> <p><a href="https://www.eef.org.uk/primary/supporting-attendance">Supporting attendance   EEF (educationendowmentfoundation.org.uk)</a></p>	Challenge 2,3
Breakfast club	<p>Breakfast club fees, funding for staff, food and utilities.</p> <p><a href="https://www.eef.org.uk/primary/free-school-breakfast-provision">Free school breakfast provision   EEF (educationendowmentfoundation.org.uk)</a></p>	Challenge 2,3
Extracurricular activities	<p>After school Sports provider funded, in school sports tournament, funding for transport and kit.</p> <p><a href="https://www.eef.org.uk/primary/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	Challenge2,3

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**Total budgeted cost: £77,115**

## 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.

**Intended outcome: Attendance to achieve and sustain improved attendance for all pupils particularly PP children**

Data shows that attendance for all pupils particularly PP has improved and good progress to intended outcomes has been made.

22 -23	23- 24						
School FSM PA	School FSM PA	Notts FSM PA	School All	Schl All PP	All school PA	All Notts PA	All children Nat PA
22%	24.5%	34%	93.9	92.9	16.9%	18.4%	19.3%

Closely monitoring attendance and implementation of strategies in line with county and national policy continue to have impact in school DP PA, outperforming DP PA at national and local. Although there has been an increase in DP at PA we continue to outperform county. PP is broadly in line with all pupils in school.

**Intended outcome: Improved reading attainment among PP children**

Expenditure

Books have been purchased in excess of the planned expenditure to support the lowest 20%. Phonically decodable books that support the school's scheme have also been purchased.

Reading for pleasure stock in the library banded books stocks, have been updated.

1 TA has been intervening with phonics daily and supporting readers.

All Tas trained in post and pre teach and implemented across the whole school.

Release time has been provided in order for the Reading lead to receive support by EIO, a whole school approach has been rolled out and embedded, coaching has been delivered. Monitoring, book looks and learning walks have been carried out.

### Impact of expenditure

End of Key Stage data

	Sch All	Sch PP	Notts PP	Notts All	Nat PP	Nat All
R	53.6%	46.2%	59.7%	73.7%	62.6%	74%
RWM	35.7%	38.5%	44.4%	61%	45.7%	61%

Data shows a decline to intended outcomes. School PP pupils continue to be outperformed by National PP and are outperformed by All pupils at schools both national and in the county. Reading continues to be an area for development. Children have stated that they are enjoying the new books and some have even said that they are choosing to read more at home. DP combined outperforms NDP combined

### **Intended outcome: Improved writing attainment among PP children**

#### Expenditure

All Tas trained in post and pre teach and implemented across the whole school.

Whole school writing approach continues to be implemented and adapted following areas for improvement identified through monitoring carried out.

### Impact of expenditure

	Sch All	Sch PP	Notts PP	Notts All	Nat PP	Nat All
W	57.1%	53.8%	57.4%	72.1%	58.8%	72%
RWM	35.7%	38.5%	44.4%	61%	45.7%	61%

Data shows limited progress has been made towards intended outcomes. School PP continue to be outperformed by PP at National and County. There continues to be small gap between PP and all pupils in school and All pupils at Nationally and County. Writing remains an area for development. DP combined outperforms NDP combined

### **Intended outcome: Improved Maths attainment among PP children**

#### Expenditure

All TAs trained in post and pre teach and implemented across the whole school.

### Impact of expenditure

	Sch All	Sch PP	Notts PP	Notts All	Nat PP	Nat All
M	57.1%	53.8%	58.8%	73.3%	59.4%	73%
RWM	35.7%	38.5%	44.4%	61%	45.7%	61%

Data shows some progress has been made towards intended outcomes. All pupils continue to outperform PP in maths in school. However DP pupils perform broadly in line with DP Notts and National. DP combined outperforms NDP combined

**Intended outcomes: To raise pupil aspirations, educational support at home and wider experiences for all pupils in our school particularly PP children**

Some progress has been made in meeting this intended outcome. Funding has paid for coaches for educational and sporting trips and subsidising the overall cost. Breakfast club provided for FSM children, food parcels sent out to families. Uniform and jumpers provided for identified families. Transport paid for and not added to cost of trip to enable all children to go. Pupils experienced the work of a local author.

## 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
Zones of regulation training	SAP
ELSA	EPS
Solihull	SAP
SMHL	Nottsalone

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Mental health counsellor time 6, 1 hour sessions
What was the impact of that spending on service pupil premium eligible pupils?	N/A

**Further information (optional)**