

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	63 out of 117 (Based on November numbers)
Proportion (%) of pupil premium eligible pupils	54% (based on November numbers)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	6.07.2023
Date on which it will be reviewed	6.07.2024
Statement authorised by	S Graham
Pupil premium lead	B Butler
Governor / Trustee lead	Jo Rush Stacey Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72,750
Recovery premium funding allocation this academic year	£4365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£77115

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 in school which encourages 'time in.' 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 the life could bring. We want to raise their aspirations and show them that life is not limited to the immediate area such as Mansfield town or Nottingham. We take them to The University of Nottingham to show them what could be a path for them.

Our intent is to bridge the gap so that there is no difference from the pupil premium children and the non- pupil premium children. We will provide equipment, feed them, subsidise or fund educational experiences.

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 (independence)
3. To raise aspirations (resilience)
4. 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	Limited wider experience, educational support at home and lack of aspirations has an impact on outcome.
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, educational support at home and wider experiences for all pupils in our school, particularly our PP children.	Sustained high levels of wider experiences provided for all pupils particularly our PP children <ul style="list-style-type: none"> • evidenced in the curriculum, learning walks, book looks • pupils' aspiration, through pupil voice
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
<p>In house CPD for staff on Quality First Teaching and the pedagogy of learning.</p> <p>CPD on metacognition.</p> <p>CPD on the power of providing children with quality feedback</p> <p>External CPD for staff on Quality First Teaching, sending staff on training, having external advisors into school and providing cover.</p> <p>Coaching and mentoring staff on Quality First Teaching.</p> <p>Learning walk, book looks and pupil voice – with a focus on PP children.</p> <p>Peer to peer support on Quality First Teaching.</p>	<p>EEF collaborative learning approaches +5</p> <p>EEF feedback +5</p> <p>EEF mastery learning +5</p> <p>EEF metacognition and self-regulation +7</p> <p>EEF peer tutoring +5</p>	<p>1</p>

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>Additional staffing throughout the year to support with closing the educational gap in reading, writing and maths (half a day each week)</p> <p>1 full time grade 3 TA (equivalent) to focus on bottom 20% PP SEN</p> <p>Counsellor to support mental health of the PP vulnerable children (1 day a week)</p> <p>1 grade 3 TA (equivalent), every afternoon, to focus on reading and writing for lowest 20% of PP children.</p> <p>After school forest school club, once a week to focus work with PP children.</p> <p>One TA every morning to listen to PP children read at breakfast club.</p>	<p>EEF mentoring +2</p> <p>1:1 tuition +5</p> <p>EEF Phonics +5</p> <p>EEF reading comprehension strategies +6</p> <p>EEF small group tuition +4</p>	<p>1, 2</p>

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supplement breakfast club</p> <p>Make sure they have uniform</p>	<p>Maslow's hierarchy of need</p> <p>Arts participation EEF (+3)</p> <p>Physical EEF (+1)</p> <p>EEF social and emotional learning +4</p>	<p>2, 3</p>

<p>Supplement the cost of experiences</p> <p>Pay for transportation to enable experiences to happen</p> <p>Pay for attendance rewards and behaviour rewards</p> <p>Music tuition through the school for 1 term in each class</p> <p>Fruit to be provided everyday for PP children as a snack at break time.</p> <p>Birthday books, provide all children with a free book as a birthday present.</p> <p>CDP for attendance lead and release time</p> <p>Phone calls meetings, letters, home visits to raise attendance.</p>		
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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.

21 -22	22-23					
School FSM PA	School FSM PA	Notts FSM PA	School All PP	All school PA	All Notts PA	All children Nat PA
36.2%	22%	34.9%	93.2%	21%	19.7%	21.5%

An attendance lead has been appointed, attendance policy and practise has been reviewed alongside a strategic whole school approach to monitoring and improving attendance, this has been impactful in achieving outcomes.

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 and updating the banded books stocks.

Books for prizes for reading mileage have encouraged a high number of children reading at home

1 TA has been intervening with phonics daily and also listening to every day 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 which evidence teaching to be good.

Impact of expenditure

End of Key Stage data

	Sch All	Sch PP	Notts PP	Notts All	Nat PP	Nat All
R	58.3	54.5	58.3	72.3	60.3	73
RWM	50	36.4	42.3	59.9	44.1	59

Data shows that some progress has been made towards 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. Progress has been limited by Covid closures and valuable missed learning in Years 3 and 4.

Gaps are being filled, children reporting that they know more and understand more.

Pupil voice indicates that reading interventions have enables pupils to know and remember more. Other children have stated that they are enjoying the new books and some have even said that they are choosing to read more at home.

Good progress was made by PP children in reading with a reading progress scores of 0.3.

Intended outcome: Improved writing attainment among PP children

Expenditure

A 1.1 tutor was employed to tutor pupil premium groups in English. All Tas trained in post and pre teach and implemented across the whole school.

Whole school writing approach has been rolled out across school, writing coordinator appointed and monitoring carried out, learning walks evidence teaching of writing to be good.

Impact of expenditure

	Sch All	Sch PP	Notts PP	Notts All	Nat PP	Nat All
W	58.2	36.4	57.1	72.5	58.3	71
RWM	50	36.4	42.3	59.9	44.1	59

Data shows that some progress has been made towards intended outcomes. School PP continue to be outperformed by PP at National and County. There continues to be a gap between PP and all pupils in school and All pupils at Nationally and County. Progress has been limited by Covid closures and valuable missed learning in Years 3 and 4. Despite there being some improvement for last year, writing remains a concern and an area for development which will be a focus for this coming year.

Intended outcome: Improved Maths attainment among PP children

Expenditure

1 tutor was employed to tutor pupil premium groups in maths. 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	75	63.6	59.1	74.6	59	73
RWM	50	36.4	42.3	59.9	44.1	59

Data shows that some progress has been towards intended outcomes. Although All pupils continue to outperform PP in maths in school, nationally and County, School PP pupils outperform PP nationally and at county. A whole school systematic approach to teaching of Maths works well, the Maths lead part of maths project, coaching has been impactful. monitoring book looks learning walks evidence teaching is good.

Good progress was made by PP children in maths with a maths progress scores of 1.4.

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. Family support worker has worked with individual families that need extra financial help. 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 certain families. Transport paid for and not added to cost of trip to enable all children to go.

Pupil voice indicates that children enjoy breakfast club and the variety of foods that are on offer. Children have stated that they enjoy their time with the family support worker and forest schools has proved particularly popular.

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
AET	Autism education trust
Lego therapy	SAP
Calmer lunchtimes	SAP

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.