

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	49 out 109 (based on July's figures)
Proportion (%) of pupil premium eligible pupils	45% (based on July's figures)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	14.07.2022
Date on which it will be reviewed	14.07.2023
Statement authorised by	S Graham
Pupil premium lead	S Graham
Governor / Trustee lead	Jo Rush Stacey Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 67,865
Recovery premium funding allocation this academic year	£5843
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	£73,708

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 families struggle with basic needs, organisation of their children, support with their homework or home learning. 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 increase resilience and foster a 'never give up' attitude (resilience and perseverance)

Challenges

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

Challenge number	Detail of challenge
1	Children transferring from Year 2 to Year 3 have gaps in their phonic knowledge
2	Data shows there is a difference between the attainment of PP and All children in Reading, Writing and Maths
3	Limited wider experience, educational support at home and lack of aspirations has an impact on outcome.
4	Data shows 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.	<p>Sustained high levels of wider experiences provided for all pupils particularly our PP children</p> <ul style="list-style-type: none"> evidenced in the curriculum, learning walks, book looks pupils' aspiration, through pupil voice a significant increase in parent involvement and participation in

<p>Families in need will have access to technology/internet/support.</p> <p>Children will be able to use technology to support their learning in the wider sense. It will be developed as a teaching and learning tool integrated into the curriculum eg, kindles laptops for the children to use to support learning inside school, breakfast clubs and home if necessary</p> <p>Software which promotes learning eg. TT rockstars, SATS companion which children can access inside and outside learning</p> <p>Purchase Class Dojo to show parents and children how well the children are doing in school and to raise profile of the school in the community</p>	<p>EEF use of technology- aids feedback to children (+6)</p> <p>EEF parental engagement (+4)</p>	<p>2</p> <p>£5,000</p> <p>£10,000</p> <p>£4,500</p> <p>£2000</p>
<p>Staff CPD on quality first teaching -</p> <p>Providing quality, subject specific feedback through live marking that moves learning on</p> <p>Provide pupils with pre and post teach that addresses</p>	<p>Feedback</p> <p>Individualised instruction</p>	<p>£6000</p>

<p>individualised needs and closes gaps</p> <p>Precision teaching CPD and delivery to support identified children.</p> <p>CPD in oracy, to increase speaking across all subjects</p> <p>Phonics and reading, CPD for all staff, identified pupils timetables for daily intervention to narrow the gap in decoding and comprehension. Staff CPD on moving to 4 step reading format to improve comprehension skills.</p> <p>Release time for coaching, mentoring and monitoring.</p>	<p>1:1 tuition</p> <p>Oral language</p> <p>Phonics Reading Comprehension Strategies</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 19,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing throughout the year to support with closing the educational gap in reading, writing and maths</p> <p>1 tutor 12 groups of 3 per week identifying particular gaps and providing 1:3 support</p> <p>Two cycles</p>	<p>EEF class size data and TA interventions</p> <p>Post and pre teach research by the EEF</p> <p>1:1 tuition</p> <p>Small group pre and post teach</p> <p>Metacognition and self-regulation (+7)</p>	<p>4</p> <p>£5,280</p>

1 grade 3 TA (equivalent) to focus on bottom 20% PP SEN		£5000
Counsellor to support mental health of the PP vulnerable children		£5460
Family support worker 2 afternoons per week to concentrate on PP		£3900

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supplement breakfast club	Maslow's hierarchy of need	£2,000
Make sure they have uniform	Arts participation EEF (+3)	£500
Supplement the cost of experiences	Physical EEF (+1)	£9,000
Pay for transportation to enable experiences to happen		£500
Pay for attendance rewards and behaviour rewards		£7000
Music tuition through the school for 1 term in each class		

Total budgeted cost: £76,140

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.

Books have been purchased in excess of the planned expenditure to support:
Lowest 20%
Children who still need phonically decodable books
Reading for pleasure stock in the library and updating the banded books stocks.
Books for prizes for reading mileage
Monitoring of class reading folders show that more children are reading at home.
Data also shows that reading attainment of PP children compared to All pupils is now broadly inline.

20 laptops have been purchased which has enabled different learning styles to be used.
Interactive whiteboards in classrooms were updated.
Connect the classroom have given us £23,000 to improve the infrastructure and server.
Impact of which is now file sharing can be done, children are being tracked across both sites and safeguarding is also more efficient.
Outside wifi has meant learning outdoors can happen which our PP children thrive in
Wider use of technology and technological packages eg. Sats companion, TT rockstars.
Monitoring has shown that children are using these packages both in school and at home.
Data also shows that reading attainment of PP children compared to All pupils is now broadly inline.

1 extra TA has been placed in the year 3 class where the need was felt to be the greatest and the gaps the most significant in terms of phonic knowledge. Children made good progress across the phases although they still need to consolidate this

1 TA afternoons dedicated to phonic catch up and bottom 20% monitoring and data has shown that children are making accelerated progress.

All TAs were trained in post and pre teach and implemented across the whole school. Data shows that gaps have been closed. Pupil voice monitoring showed that children knew more and could remember more.

CPD -zones of regulation as post covid catch up.

Exclusions have reduced, children are self -regulating more and unregulated children are rare. Learning walks have shown that staff's knowledge and understanding is better about behaviours displayed by children and can intervene early.

1 teacher was employed to pull out pupil premium groups in maths and English in upper key stage 2. Children have caught up to pre-covid trajectory.

Breakfast club provided for FSM children; food parcels have been sent out to families. learning walks showed an improved behaviour for learning amongst PP children.

Uniform and jumpers provided for certain families, jumper sale at the start of the year reduced cost.

Transport paid for and not added to cost of trip enabled all children to go but then half price discount for the trip/residential.

Rewards bought to support reading programme, attendance awards and prizes for achievement across the school. PP children have been given awards as much as the non PP counterparts.

All children that don't read at home are listened to at school, so they don't miss out on the chance to get the reward. Scrutiny of reading folders have shown that PP children were identified and targeted for additional reading sessions in school.

Family support worker has worked with individual families that need extra financial help. The funding was also spent on coaches for Walesby, Kingswood, Alton Towers and subsidising the trips.

Fareshare, magic breakfast, jumpers, uniform and rewards have all made a difference to breaking down barriers to learning in schools

Extra staff for breakfast club to teach social skills, PP children were listened to reading and games were played with them.

Attainment outcomes for children at Key Stage 2 showed that in reading our PP children achieved in line with comparable groups locally. In writing and maths, our PP children achieved higher than the comparable group locally. At combined (RWM) our PP children achieved 53.3% which was significantly higher than comparable groups locally (42%) and nationally (43%).

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.