

**Eastwood Primary School and Nursery**  
**School Development Plan 2019-2020 (based on 2018-2019)**  
**PUPIL PREMIUM ACTION PLAN**

□ **To further develop a broad and balanced curriculum through high expectations of teaching and leadership**

**Strand 1**

**High quality teaching**

**All aspects of teaching will be good or better**

**All children will make good or better progress from their starting points**

**Strand 2**

**High quality subject leadership**

**All aspects of subject leadership will be good or better**

**All children will make good or better progress in the foundation subjects from their starting points**

**Strand 3**

**High quality leadership**

**All aspects of leadership will be good or better**

**For all the actions in Strand and 1 and 2 to be successful**

**All aspects of the school will be judged to be good or better**

**Strand 1**

**High quality teaching**

**All aspects of teaching will be good or better**

**All children will make good or better progress from their starting points**

Current situation

2018	2019	WHAT WE WANT BY JULY 2020
External results generally show good progress and good attainment (GLD, Year 1 phonics, Year 2 SATs, Year 6 SATS)	External results: See results page Vulnerable groups do NOT perform well	External results generally show good progress and good attainment (GLD, Year 1 phonics, Year 2 SATs, Year 4 multiplication check, Year 6 SATS)  Gaps between Pupil Premium and Non Pupil Premium are diminishing
Internal results show progress and attainment slows in year 3,4 and 5	Internal results show progress and attainment slows in year 3 and 4	Internal results show progress and attainment is good in year N, 1, 3,4 and 5 Internal results show progress and attainment is good in all year groups  Gaps between Pupil Premium and Non Pupil Premium are diminishing

Amount of Pupil Premium funding for 2019-2020: £162, 360

Strand 1 Objective 2 For all children to make good or better progress in all subjects			
	Actions	How	Review
<b>S1 O2 A</b>	Barrier: Some Pupil Premium children do not make adequate progress. Aim: For the gap between Pupil Premium and non-Pupil Premium children to diminish.	<p><b>Quality First Teaching</b> <i>'Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.'</i> DFE, 2015.</p> <ol style="list-style-type: none"> <li>100% teachers to be judged to be good or better in all aspects of teaching by the July 2020.</li> <li>Both external and internal data to show good progress and good attainment.</li> </ol>	<ol style="list-style-type: none"> <li>December 2019, April 2020, July 2020</li> <li>July 2020</li> </ol>
	Barrier: Some Pupil Premium children do not make adequate progress. Aim: For the gap between Pupil Premium and non-Pupil Premium children to diminish.	<p><b>Provision Mapping</b> <i>'High quality targeted support can ensure that children falling behind catch up as quickly as possible.'</i> (EEF, 2019)</p> <ol style="list-style-type: none"> <li>Pupil Premium children who are not on track or making progress to be set up with a learning plan featuring one target.</li> <li>Staff meeting to be held with staff- September 2019.</li> <li>Learning plans to be scrutinised by Pupil Premium Lead and support offered where necessary</li> <li>Pupil Premium children to be involved in appropriate interventions, if necessary, to ensure progress is being made towards targets.</li> <li>Discussions with staff during pupil progress meetings termly.</li> </ol>	<ol style="list-style-type: none"> <li>October 2019, February, May 2020</li> <li>September 2019</li> <li>October 2019, February, May 2020</li> <li>October 2019, February, May 2020</li> <li>December 2019, March, June 2020</li> </ol>
	Barrier: Some Pupil Premium children lack emotional resilience which impacts upon their learning and progress. Aim: For the gap between Pupil Premium and non-Pupil Premium children to diminish.	<p><b>Wellbeing, mental health and emotional resilience</b> <i>'Significant numbers of school-age children are experiencing mental health problems, even at a very young age... The most disadvantaged children are those most at risk.'</i></p> <ol style="list-style-type: none"> <li>Liaise with PSHE Lead to ensure key dates are planned in, e.g. World Mental Health Day- 10.10.19</li> </ol>	<ol style="list-style-type: none"> <li>September 2019</li> <li>October 2019</li> </ol>

	For children to develop more emotional resilience which impacts positively upon their learning.	<ol style="list-style-type: none"> <li>2. Liaise with PSHE Lead to ensure there are key links to emotional resilience within PSHE lessons</li> <li>3. Wellbeing project linking with outdoor learning to be held.</li> <li>4. Liaise with PE lead to ensure PE lessons have clear links to resilience</li> <li>5. Purchase and distribute further spare PE kits to be held within each year group.</li> <li>6. Liaise with Pastoral Team (including Family Support Workers) to ensure pupil premium children have adequate support.</li> </ol>	<ol style="list-style-type: none"> <li>3. October 2019</li> <li>4. October 2019</li> <li>5. October 2019</li> <li>6. Ongoing</li> </ol>
	<p>Barrier: Some Pupil Premium children do not make adequate progress.</p> <p>Aim: For the gap between Pupil Premium and non-Pupil Premium children to diminish.</p>	<p><b>Prioritise children who have the greatest need for immediate feedback</b></p> <p><i>'Research suggests that feedback can be highly effective on disadvantaged learners'</i> (Ryan, 2012).</p> <ol style="list-style-type: none"> <li>1. Staff meeting to introduce use of feedback with pupil premium children- September 2019</li> <li>2. Share good practice with staff through SLT, staff and phase meetings</li> <li>3. Implement and track data from gender reading project- focusing on PP children</li> </ol>	<ol style="list-style-type: none"> <li>1. September 2019</li> <li>2. Ongoing</li> <li>3. December 2019</li> </ol>
	<p>Barrier: Some Pupil Premium children do not make adequate progress.</p> <p>Aim: For the gap between Pupil Premium and non-Pupil Premium children to diminish.</p>	<p><b>Visits to schools with high pupil premium percentages</b></p> <ol style="list-style-type: none"> <li>1. Visit Parklands Primary, Leeds, St Mary's, Southend, Milton Hall, Southend and Richmond, Southend</li> <li>2. Choose elements of good practice which could be used effectively within Eastwood</li> <li>3. Share with staff through SLT, staff and phase meetings using the <i>'Plan, Do, Review'</i> cycle (EEF Toolkit).</li> </ol>	<ol style="list-style-type: none"> <li>1. By December 2019</li> <li>2. January 2020</li> <li>3. January 2020</li> <li>4.</li> </ol>
	<p>Barrier: Some Pupil Premium children do not have high aspirations about their futures.</p> <p>Aim: For the gap between Pupil Premium and non-Pupil Premium children to diminish.</p>	<p><b>Local higher education facilities</b></p> <p><i>'Students with low expectations of themselves, and low aspirations, will achieve less in their educational lives.'</i> (Khattab, 2015)</p> <ol style="list-style-type: none"> <li>1. Contact local higher education facilities for information regarding Outreach into primary schools</li> <li>2. Organise visits and visitors both to Eastwood and to higher education facilities to raise the profile of higher education</li> </ol>	<ol style="list-style-type: none"> <li>1. September 2019</li> <li>2. Spring 2020</li> </ol>
	<p>Barrier: Some Pupil Premium children live in low IDACI areas, indicating high deprivation.</p> <p>Aim: For the gap between Pupil Premium and non-Pupil Premium children to diminish.</p>	<p><b>IDACI</b></p> <ol style="list-style-type: none"> <li>1. Carry out further research into IDACI and progress</li> <li>2. Create action research project for EPNS to begin in Spring 2020- Summer 2020.</li> </ol>	<ol style="list-style-type: none"> <li>1. November 2019</li> <li>2. Spring- Summer 2020</li> </ol>

	Barrier: Some Pupil Premium children who are also SEND are not making steady progress. Aim: For the gap between Pupil Premium and non-Pupil Premium children to diminish. For Pupil Premium children who are also SEND to make accelerated progress.	<b>PP and SEND</b> <i>'Nationally, a quarter of FSM children are SEND.'</i> (Shaw, 2016) <i>'There is an established link between SEN and deprivation and it is estimated that 30% of pupils with SEN will benefit from the pupil premium.'</i> (NASEN, 2014). <ol style="list-style-type: none"> <li>1. Carry out further research into PP and SEND</li> <li>2. Ensure all PP children who are also SEND are included within interventions and have an active learning plan with SMART targets</li> <li>3. Liaise with SENDCo to ensure accelerated progress for children who are both PP and SEND.</li> <li>4. Track PP children who are involved in cognition and learning intervention led by SENDCo.</li> </ol>	<ol style="list-style-type: none"> <li>1. November 2019</li> <li>2. October 2019, March 2020.</li> <li>3. November 2019</li> <li>4. November 2019, March 2020.</li> </ol>
	Barrier: Some Pupil Premium children do not take part in extra-curricular visits when compared with non-Pupil Premium children. This has an impact upon their learning and experiences.	<b>Extra-Curricular Visits</b> <ol style="list-style-type: none"> <li>1. Continue to subsidise extra-curricular visits for Pupil Premium children, alongside school fundraising.</li> <li>2. Continue to subsidise Sunrise and Sundown clubs (morning and after school clubs) to promote attendance and healthy breakfasts for all.</li> <li>3. Research into grants for breakfast clubs from local supermarkets.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Ongoing</li> <li>3. October 2019</li> </ol>
<b>Strand 1 Objective 3 For all staff to follow agreed policy, procedures and non- negotiables to ensure consistency across the whole school</b>			
	<b>Actions</b>	<b>How</b>	<b>Impact</b>
<b>S1 O3 A</b>	For staff to have a secure understanding of pupil premium pupils and how to accelerate progress	<ol style="list-style-type: none"> <li>1. Staff meeting to share Pupil Premium vision</li> <li>2. Share updated Pupil Premium action plan and policy</li> </ol>	<ol style="list-style-type: none"> <li>1. September 2019</li> <li>2. September 2020</li> </ol>