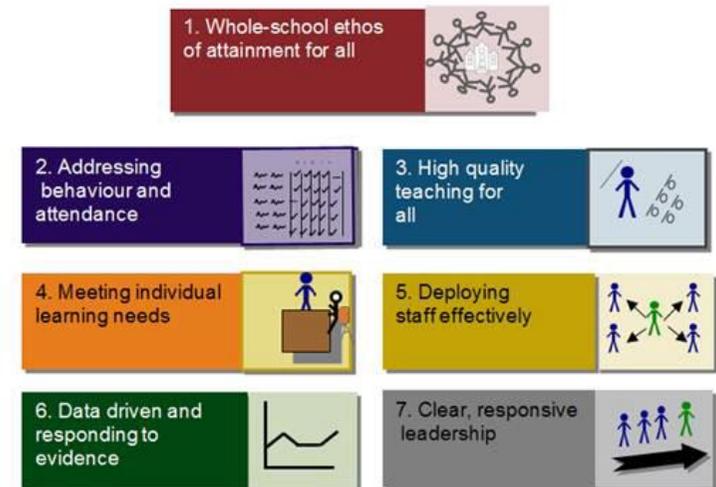


Overall ethos of the school:

Eastwood Primary School and Nursery has an ethos of high attainment and good or better progress for all children. We view each child as an individual and consciously avoid stereotyping disadvantaged children by referring to them as a group – we never assume that all disadvantaged children face similar barriers or have less potential to succeed.

At Eastwood Primary School and Nursery, we emphasise the importance of ‘quality teaching first’. We aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit our children and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for children from disadvantaged backgrounds.

We use data to identify pupils’ learning needs at every opportunity –when children join our school, during regular reviews of progress and during day-to- day teaching. We constantly review progress, spot any signs of underperformance and address them quickly. Teachers engage with the data themselves: they input, analyse and use it to underpin their teaching. We have, like most successful schools, a consistent marking scheme which recognises pupils’ achievements and sets out the next steps in their learning. Children are given time to review their feedback and discuss their progress with teachers.



Summary information

Academic Year	2018-2019	Total PP Budget	£199,960	Date of next internal review of this strategy
---------------	-----------	-----------------	----------	---

Total Number of Pupils	402	Number of children eligible for PP	153	September 2019
-------------------------------	-----	---	-----	----------------

Strategy to enhance outcomes for children eligible for Pupil Premium Funding	
1.	To increase the progress and attainment of Pupil Premium children through high quality first teaching and a broad and balanced curriculum.
2.	To increase the progress and attainment of Pupil Premium children through targeted boosters and interventions across the curriculum.
3.	To ensure high ability children who are eligible for the Pupil Premium are making good or better progress and sustain high achievement throughout their schooling career.
4.	To increase Pupil Premium children involvement in all aspects of school life.
5.	To support children's emotional well-being when needs are identified by effective nurture and counselling support for Pupil Premium children and their families.
6.	To address social, emotional and behavioural issues.
7.	To increase the attendance of Pupil Premium children through a range of strategies.
8.	To enhance learning experiences outside of the school day.

1. To increase the progress and attainment of Pupil Premium children through high quality first teaching and a broad and balanced curriculum					
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	Review
Improved progress and attainment for all children	<ol style="list-style-type: none"> Embed the creative curriculum to use as a scaffold for learning. Subject leaders to lead CPD for staff based on subjects. SLT to support all year groups in their planning to ensure all staff know how to embed creative learning to move all children towards deeper learning Peer observation timetable during ASSA time so teachers can peer observe twice per half term. High quality school visits planned to enhance learning through the Concrete/pictorial/abstract (CPA) approach 	<p>As a school we recognise the need for our children to be motivated and inspired to learn. The creative curriculum (based on Curriculum 2014) connects learning and allows teacher to use varied and engaging teaching strategies.</p> <p>Many of our children, and especially PP children, cannot often access external visits that will enhance their experiences and expose them to the wider world. Most of our school visits are new experiences for the children (eg- Visit Houses of Parliament, The Globe, Sleeping on HMS Belfast, week long residential, Colchester Zoo, Hever Castle). We do not take children on many visits we know they can access easily.</p> <p>Visits are then used as a concrete basis for learning.</p>	<ol style="list-style-type: none"> SLT will work closely with the DHT (Assessment lead and Lead for Learning and teaching). CPD selected and attended by all teaching and relevant support staff. Peer observation and coaching models implemented by the Deputy Headteacher. Impact overseen and moderated by SLT through observations, data analysis, work scrutiny and discussions with children about their work and attitude. 	Deputy Headteacher	<p>December 2018</p> <p>March 2019</p> <p>July 2019</p>

2. Increase the achievement and attainment of Pupil Premium children through targeted boosters and interventions.

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	Review
Higher rates of progress and outcomes for PP children within English and Mathematics.	<ol style="list-style-type: none"> 1. Embed creative curriculum that inspires all children 2. Small group booster interventions implemented by high quality teaching staff. 3. Small class sizes (Year 6) 	<p>The EEF Toolkit indicates that targeted interventions matched to specific children with particular needs can be effective especially for older pupils.</p> <p>The EEF toolkit indicates that smaller class sizes are effective if the teacher changes their teaching style and the children change their learning behaviours. Small class sizes allow for:</p> <ul style="list-style-type: none"> • more detailed feedback • more focused teaching of groups • team teaching and sharing of teacher expertise 	<ol style="list-style-type: none"> 1. Ensure identification of target children is rigorously tracked and monitored. 2. Organise school timetable to ensure effective staff delivery. 3. Engagement with parents and children before intervention begins to ensure effective home/school learning from additional lessons. 	<p>Deputy Headteacher</p> <p>Heather Fairbairn</p>	<p>December 2018</p> <p>March 2019</p> <p>July 2019</p>
Maintain progress for specific year groups over the Easter holidays.	Easter school programme implemented for PP pupils.	The EEF Toolkit indicates that targeted interventions matched to specific children with particular needs can be effective especially for older pupils. Previous interventions through the programme have demonstrated positive outcomes for identified pupils.	<ol style="list-style-type: none"> 1. Engagement with parents and children before Easter school begins to ensure good attendance. 2. Ensure identification of target children is rigorously tracked and monitored through baseline information and a clear end target 	Deputy Headteacher	May 2018

3. Ensure high ability children who are eligible for the Pupil Premium are making good or better progress and sustain high achievement throughout their schooling career.

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	Review
Improved progress for high attaining pupils.	<ol style="list-style-type: none"> 1. Extension and enrichment activities raise the aspirations for high attaining pupils. 2. CPD opportunities for staff on depth and fluency across the curriculum. 3. Small group booster sessions and interventions for high-attaining children with experienced teacher, in addition to quality first teaching. 4. Launch The Brilliant Club for a selection of pupil premium children to introduce them to higher education. 	<p>As a school we recognise the need for our high ability children to achieve depth and fluency across a range of subjects. We want to ensure that children can achieve high attainment and we want to train staff in effective practices to provide challenge and encouragement for these identified pupils. We want to provide extra support to maintain high attainment. 1:1 with highly qualified staff which is evidenced by the EEF Toolkit as improving significantly outcomes for pupils.</p>	<ol style="list-style-type: none"> 1. SLT will work closely with DHT through Pupil progress meetings and observations. 2. CPD selected and attended by all teaching and relevant support staff. 3. Peer observation and coaching models implemented by the Deputy Headteacher. 4. Engagement with parents/carers and children before intervention begins to ensure effective home/school learning from additional lessons. 	Deputy Headteacher Attendance lead	<p>December 2018</p> <p>March 2019</p> <p>July 2019</p>

4. To increase Pupil Premiums children involvement in all aspects of school life					
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	Review
<p>Children attend more extra-curricular activities. Ensure all children have equal access to learning experiences beyond the school day. Social skills are developed through participation in a range of activities by the school and external providers.</p>	<ol style="list-style-type: none"> 1. A wide variety of more extra-curricular activities on offer at various times of the day 2. External companies to facilitate some of the more extra-curricular activities to offer more variety and skills 3. Subsidize trips and all residential providing PP children access to enrichment activities. 4. Subsidize breakfast and after school club 	<p>There are many documented benefits of children taking part in more extra-curricular activities. The social aspect like building relationships and building self-esteem has a positive impact on the child. Trying new and diverse activities broadens the child's experiences. We also ensure children stay committed to the club for a period of time. The EEF Toolkit has found that participation in sports and physical activity is likely to have wider health and social benefits. Being involved in extra-curricular sporting activities may also increase attendance and retention.</p>	<ol style="list-style-type: none"> 1. A register of all children attending extra-curricular activities will be kept and analysed 2. Children and parents surveyed about extra-curricular activities they would like on offer 3. Taster sessions and special assemblies to introduce the extra-curricular activities to all children 	PE Lead	<p>December 2018</p> <p>March 2019</p> <p>July 2019</p>

5. To support children's emotional well-being when needs are identified by effective nurture and counselling support for Pupil Premium children and their families.

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	Impact
<p>Ensure all children are focused and engaged in their learning experiences. Ensure all children have equal access to learning experiences beyond the school day. Parents and carers supported with their issues</p>	<ul style="list-style-type: none"> Continue to build Team around the family team (TAFE) to support children with their barriers to learning. This consists of Family support workers/ learning mentors/ counselor Subsidise breakfast club provision to ensure PP children are in school and ready to learn. Subsidise holiday clubs School counsellor 	<p>The school recognises that many children and their families at Eastwood need support with learning, behaviour, emotional and social skills. Children need to be fit and ready to learn within the school and wider learning community. Research indicates that addressing children and their family's social and emotional needs is a key step to improving academic outcomes for children.</p> <p>The Educational Endowment Toolkit clearly shows the positive impact of social and emotional learning on children</p>	<ol style="list-style-type: none"> Weekly TAFE meeting to monitor the academic attainment and progress of children and the progress of eradicating barriers to learning Parental support monitored and reviewed for impact Timetable for learning mentors Teachers are aware of funding available – can approach parent/carer if appropriate. 	Deputy Head	<p>February 2019</p> <p>July 2019</p>

6. To address social, emotional and behavioural issues.

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	Review
<p>Children feel safe to learn which has an impact upon their progress and attainment</p> <p>Barriers to learning such as emotional, behavioural and social issues to be supported so they are no longer barriers.</p>	<p>1. Use of</p> <ul style="list-style-type: none"> • Family Support Worker • Learning Mentors • Counsellor • Outdoor Learning Nurture group <p>To work with children who show SEB issues.</p>	<p>On average, interventions based on SEBD have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (four months' additional progress on average). Also, SEBD interventions appear to benefit disadvantages or low-attaining pupils more than other pupils, though all pupils benefit on average (EEF, 2017).</p>	<ol style="list-style-type: none"> 1. Discussions around cohorts of children via pupil progress meetings 2. Use of timetables to ensure clarity and consistency 3. Monitoring 4. Impact assessed 	<p>Headteacher</p> <p>Attendance Lead</p>	<p>December 2018</p> <p>March 2019</p> <p>July 2019</p>

7. To increase the attendance of Pupil Premium children through a range of strategies.

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	Review
<p>Attendance for many children improves</p>	<ol style="list-style-type: none"> 1. Attendance lead to work closely with families with low attendance, particularly pupil premium children 2. Rewards for families and classes with improved or good attendance 	<p>Good attendance is imperative for progress and attainment. (School Attendance DFE November 2016)</p>	<ol style="list-style-type: none"> 1. Weekly rigorous analysis of whole school attendance. Action taken swiftly for families falling below expected percentage of attendance. Positive action taken for families achieving good or better attendance 2. Impact overseen and moderated by SLT 3. Work closely with the local authority on attendance 	<p>Deputy Headteacher</p> <p>Attendance Lead</p>	<p>December 2018</p> <p>March 2019</p> <p>July 2019</p>

8. To enhance learning experiences outside of the school day.

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	Review
School visits provide children with experiences beyond the school day	<ol style="list-style-type: none"> 1. Arrange visits to give all pupils experiences 2. Use school visits as concrete learning experiences which link to or begin units of work 3. Involve parents in accompanying school visits 	As a school, we understand that pupil engagement is key to ensuring that children learn. To increase pupil engagement, we regularly arrange visits which provide children with high quality learning experiences which then either link to work carried out or provide concrete experiences for learning to occur. A programme of parent support for educational visitors will also begin this year. The EEF Toolkit states that parental involvement is consistently associated with pupils' successes at school.	<ol style="list-style-type: none"> 1. Keep a record of the range of extra-curricular visits which are arranged over the course of the academic year 2. Monitor impact of these visits 	Emma Pickrell (EVC) Key Stage Managers	December 2018 March 2019 July 2019