

Eastcote Primary Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Eastcote Primary Academy
Number of pupils in school (not including nursery)	209
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Clare Greene
Governor / Trustee lead	Sue Pandit

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9414/ 10,760 $\frac{7}{8}$ ch
Recovery premium funding allocation this academic year	£2000
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	£ 13,760

Part A: Pupil premium strategy plan

Statement of intent

At Eastcote we work together with parents and the wider community to support, challenge and inspire children through a creative and engaging curriculum. Pupils are encouraged to take responsibility and ownership of their learning, empowering them to become independent inquirers. As a result, children are curious and excited about learning and develop a love of it. They leave ready to embrace life confidently, and flourish in our diverse world as caring internationally minded citizens. Our intention is that we use the Pupil Premium Grant to enhance provision and opportunity linked to our core values.

Core Values

Our core values are **Aspire, Learn, Laugh, Love**.

Aspire- to be the best people we can be and to do the best we can,

Learn- both intellectually and morally,

Laugh- as often as possible- everyday!

Love- one another as a community.

Challenges

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

Challenge number	Detail of challenge
1	Our Pupil premium children lack a wealth of cultural capital experiences which limits their ability to explore their imagination or peak their curiosity
2	Families are often unaware of how to support their children and do not always have the skills to do so.
3.	over 40% of our PPG Ch have SEN

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
All PPG children are attaining and or progressing at the expected level	Children in receipt of Pupil Premium grant will attain expected outcomes for their year groups and or have made good progress from their starting points
Children will have gained cultural capital through a broader experience of the arts	children will have experience dance, theatre, music and art from real-life experiences and expert teaching

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training SEND for TAs and teachers on global delay and dyslexia in conjunction with the delivery of personalised plans	The impact of small group interventions and individualised instructions is notable, at 4 and 3 months progress respectively.	2, 3
Training National College	Staff will feel confident to plan and execute an engaging and exciting curriculum which will stimulate the interests of all pupils. When pupils are engaged they will make connections and ask questions, which will in turn help them to develop their knowledge and understanding.	2, 3
ELSA TA Training Specific TAs trained in ELSA.	Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months.	1, 2, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring 1:1 KS1 and 2 Tutor to support gaps in Reading, Writing and Maths for individuals	Gaps can be actively assessed and responded to dynamically. The EEF states that small group tuition can add up to 4 months of learning.	2 and 3

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

Budgeted cost: £7760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dance workshop	Arts participation is shown by the EEF to have a 2 month impact on learning.	1
Theatre visit	Arts participation is shown by the EEF to have a 2 month impact on learning.	1
Sports Clubs A range of sports and activities clubs are available. These have been planned around the context of the school and in discussion with the pupils and their needs.	Sports participation is shown by the EEF to have a 2 month impact on learning.	1
Music lessons in KS2	Arts participation is shown by the EEF to have a 2 month impact on learning.	1
Cultural Capital Opportunities Funding of trips, experiences and clubs	Children from disadvantaged backgrounds may not have the same opportunities socially and culturally as their non-disadvantaged peers. By enabling them to access the same opportunities we are able to open up a variety of experiences for them.	1

Total budgeted cost: £ £ 13,760

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

At the end of Key stage 2 2/3 of our PPG children attained expected or better based on teacher assessment (the 3rd child had an EHCP plan). These children left us with a wealth of experiences. We used the grant to ensure that these children were not affected by the Covid pandemic. Our remaining non SEN PPG students are on track to attain the 'expected' level in reading and maths by the end of Key Stage 2. The 1:1 and bespoke support that they received through the academic year meant that they were able to continue their learning and make progress in line with their peers.

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
Times Table Rock Stars	Maths Circle Ltd
Myon	Renaissance
TT Education	TT Education

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

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.