



Pupil Premium Strategy Statement

1. Summary information					
School	Eagle CP School				
Academic Year	2020-21	Total PP Budget	£6,000	Date of PP Review	September 2020
Pupil Total	73	Number of PP Eligible Pupils	FSM: 5,380 Service: 620	Date for Next Review	Summer 2021

2. Current Attainment			
Results July 2018	Pupils eligible for PP (FSM)	Pupils eligible for PP (Service)	Pupils NOT eligible for PP
% achieving expected standard or above in reading, writing and maths	0% (0 of 4)	100% (3 pupils)	67% <small>WHOLE SCHOOL AVERAGE</small>
% achieving expected standard or above in reading	25% (1 of 4)	100% (3 pupils)	74% <small>WHOLE SCHOOL AVERAGE</small>
% achieving expected standard or above in writing	25% (1 of 4)	100% (3 pupils)	67% <small>WHOLE SCHOOL AVERAGE</small>
% achieving expected standard or above in maths	50% (2 of 4)	100% (3 pupils)	76% <small>WHOLE SCHOOL AVERAGE</small>

3. Review of Expenditure				
Previous Academic Year		2019-2020 £3,540		
i. Quality of Teaching for All				
Desired Outcome;	Action/Approach	Impact Commentary	Lesson Learned	Cost
Varied subject support	Intervention (Precision) 1:1 EAL Mobility Support Training (Restorative) Mobilise & NCETM CPD	These elements were addressing the specific needs of the pupils across the FSM group. Pupil mobility across this group was successfully targeted to support consistent attendance and learning opportunities.	The progress made to support new FSM pupils with intensive 1:1 enhancement allowed significant catch-up. The full effects are not fully known due to national Covid-lockdown	£3,200
ii. Targeted Support				
Desired Outcome;	Action/Approach	Impact Commentary	Lesson Learned	Cost
Access to school activities to promote inclusivity	Subsidised clubs and residential	Greater confidence and involvement in school life. Pupils were able to shine in after-school activities and enjoy varied learning opportunities as measured by positive engagement.	The subsidisation needs to be ongoing and where possible be free in order to ensure that enjoyment/engagement can be sustained and inclusive	£500

4. Barriers to Future Attainment (for pupils eligible for PP, including high ability)	
In-School Barriers	
A.	Inward mobility factors and/or family separation circumstances pertain to our FSM pupils. Arriving with varied gaps in learning thus affecting attainment rates in general or experiencing emotional upheaval displayed through distracted behaviours
B.	Minimal reading outside of school instruction and for pleasure/focus on school based learning objectives, thus reduced interest in in-school activities
C.	Varied wider experiences/stimuli outside of normal home/school routines which hinders resilience, creativity and experiences to draw on
D.	Service pupils experience times with a parent away from home ~ opportunities for supported social events in school in line with supporting family dynamics

External Barriers	
E.	Small numbers and mobility of pupils spread across the whole school do not form 'groups' or 'types' of need
F.	A pattern amongst some FSM pupils of arriving late which creates 'settling needs' and affects sense of belonging
G.	The impact of national lockdown has to be considered. Whilst the full impact may not be known for some time to come, pastoral and academic needs will be addressed.
H.	Support for FSM families during lockdown, self-isolation and shielding require the management of food deliveries and supported learning packs/device access

5. Desired Outcomes		
	Desired Outcomes	Success Criteria
a.	Inward mobility factors do not affect expected attainment rates for individual pupils' rate of progress expectation	<ul style="list-style-type: none"> ○ Baseline identifies gaps. ○ Interventions to target specifically identified areas of need. ○ Progress rates are in line with/exceed peers.
b.	Increase reading outside of school instruction and for pleasure, reflected in increased attainment	<ul style="list-style-type: none"> ○ Increased reading attainment and application (maths problems) ○ Increase accessibility to reading (book exchange, online links, monthly newsletter) ○ Embedded approach throughout school based on quality text
c.	Continue to enable access extra-curricular provision and school engagement for the mental health, well-being and inclusivity to support pupils in being ready to learn	<ul style="list-style-type: none"> ○ Club opportunities ○ Technological links to confidently communicate ○ Site availability for pupil/parent stay and play ○ FSM/Service Ambassador focussing on pupil 'talk time'
d.	Access to pastoral support and emotional needs through our restorative and trauma-informed approach	<ul style="list-style-type: none"> ○ All children know they can talk to any staff member for support ○ Training in place for ongoing staff CPD to support curriculum access following lockdown (inc. Relational Behaviours, Trauma-Informed Post-Lockdown Pastoral Care, Anger Management, Cognitive Load) and evident in our approach to pupil needs.
e.	All FSM families are provided with food parcels/meals during times of absence due to lockdown, self-isolation or shielding	<ul style="list-style-type: none"> ○ During holiday periods, access and distribute food vouchers where required to maintain satisfactory meal provision. ○ During term time, food parcels are arranged and delivered for full week absences. ○ During term time, for daily short absences, meals will be replaced with a cold option and delivered

6. Planned Expenditure					
Academic Year	2020-21				
The headings below demonstrate how pupil premium is used to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of Teaching for All					
Desired Outcome	Action	Evidence and Rationale	Implementation Monitoring	Staff Lead	Cost
Inward mobility factors do not affect expected attainment rates for individual pupils' rate of progress expectation	Training on questioning and high quality feedback reinforced through a T:TA meetings to plan and prepare for interventions	Improving the impact made by all adults to provide a long term change which will help all pupils (EEF maximising the effectiveness of staff). In addition, upskilling all staff with intervention programmes can then further support pupils with gaps caused by mobility due to a range of provision options	Monitoring of the T:TA strategy, alongside top-up training using the coaching model	HT	£1,300
Increase reading and reading for pleasure to be reflected in increased attainment	Raising the profile of reading through activities, links, quality text, pedagogy, training	Reading unlocks every curriculum area, cements language skills and develops imagination, understanding and enjoyment and must be valued as such	Monitoring linked to PM objectives and subject specific SDP priorities focus during PPM/PDM	HT	£540
Continue to enable access extra-curricular provision and school engagement for the mental health, well-being and inclusivity	Link through Dojo, TT Rockstars, MathsProdigy, Read Theory and provision of activities (clubs, visits)	Encourage a sense of belonging alongside a means of involvement in the day to day happenings of the school in terms of social/emotional/achievement	Sign-up and feedback. Access to technology to allow pupils' access to resources personal to them for intuitive provision.	HT IT Lead	£130
Access to pastoral support and emotional needs through our restorative and trauma-informed approach	Training and curriculum design to embed school ethos. Support will focus on activities based on independence, emotional grounding and connections to parents	Learning with purpose and in a grounded social and emotional place provides the base and hook to motivate participation. Balancing projects, experiences and competition to focus their self-esteem. Developing a supportive framework between home:school supports a sense of belonging and consistent approach.	Curriculum plans will be shared with parents.	HT CTs	£600
Total Budgeted QT Cost					£2,570

ii. Targeted Support					
Desired Outcome	Action	Evidence and Rationale	Implementation Monitoring	Staff Lead	Cost
Inward mobility factors do not affect expected attainment rates for individual pupils' rate of progress expectation	Audit of intervention to follow with CPD based on experience (inc: Phonics; Attachment; SALT; Sensory)	Best Practice Network research states that by investing in CPD and valuing the role of TAs will ensure effective support and thus add impact to specific elements of pupil progress. FFT Aspire highlights mobility as a factor in lowering attainment	Monitoring through PM objectives and SEN intervention evidence	SENCo	£300
Increase reading and reading for pleasure to be reflected in increased attainment	Children are supported individually to enable them to experience and discuss quality text	Providing resources that have solid links to wider learning and can be unpicked in terms of comprehension supported by high quality questioning is identified by the EEF as having a positive effect of learning	Focus during PPM and use of resources	Eng Lead	£600
Continue to enable access extra-curricular provision and school engagement for the mental health, well-being and inclusivity to support pupils in being ready to learn	Provide opportunities for PP to attend ASC/ extra curricula (FSM) free of charge/half price	Provision of time for family members, both children and adults during the school week, with some opportunities to extend skills into competitions. Positive events for families to share.	Uptake and involvement across the different opportunities	SBM	£1,360
Access to pastoral support and emotional needs through our restorative and trauma-informed approach	1:1 support to help the individuals manage the emotional needs they face.	Vulnerability is considered across all 'groups'. True understanding of any child in terms of strengths, barriers, context and wider background will enable all staff to be able to appropriately support children	Case studies and developmental record systems to evidence individual circumstances	HT CT	£300
All FSM families are provided with food parcels/meals during times of absence due to lockdown, self-isolation or shielding	Families connected through regular communication and systems in place with meal provider	It is vital that families are provided with meal options to support low-income situations during a period of national uncertainty. This connection supports wider emotional/safeguarding needs also.	Administrative response based on need	SLT	£920
Total Budgeted TS Cost					£3,480
Total Budgeted QT Cost					£2,570
TOTAL					£6,050