

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Eastfield Infant & Nursery
Number of pupils in school	170 main school 206 (incl Nursery)
Proportion (%) of pupil premium eligible pupils	34 in main school (20%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 (Began in September 2024)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	L Summerfield
Pupil premium lead	L Summerfield
Governor / Trustee lead	K Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,320 (£1,480 per pupil)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53,835

Part A: Pupil premium strategy plan

Statement of intent

At Eastfield, we strive to provide a nurturing and supportive environment paired with high expectations for every child's learning journey. Recognising the individuality of each student, we are dedicated to fostering an atmosphere where all children can excel—not only academically but also in their personal, social, and emotional development.

We encourage our pupils to embrace diversity, make responsible moral decisions, and actively contribute to the school community and beyond. Achievement and effort are consistently celebrated, instilling a sense of pride in their accomplishments.

Our Pupil Premium strategy focuses on equipping disadvantaged pupils with the opportunities, skills, and knowledge needed to become resilient, resourceful, and respectful individuals. This is achieved through robust school systems, targeted support, and enriching cultural capital experiences.

Challenges

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

Challenge number	Detail of challenge
1	To continue to ensure good quality systems for all disadvantaged pupils.
2	To increase the number of disadvantaged pupils achieving age related expectations in writing through creating resilient writers.
3	To improve attainment in Reading for disadvantaged pupils through; - improving cultural capital - increasing vocabulary - increasing the opportunity to practice skills in reading - building confidence and resilience
4	To expand the cultural capital of disadvantaged pupils through further development of the Eastfield curriculum. Ensuring, in particular, that the town of St Ives plays a central role in the pupils learning.
5	To continue to build positive and trusting relationships with parents, so that the right support can be provided at school and at home.
6	To increase the number of disadvantaged pupils achieving and exceeding age-related expectations in mathematics through creating resilient mathematicians.

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
<p>Good quality systems are maintained for disadvantaged pupils.</p> <ul style="list-style-type: none"> • Ensure that the provision over time is aligned so that vulnerable pupils' needs are considered • Ensure the staffing CPD is monitored and updated so they are able to provide the best possible quality of education that meets the needs of all vulnerabilities of pupils. 	<p>There is clear knowledge of who the vulnerable children in the school are and staff that work with them are able to clearly articulate next steps for these pupils.</p> <p>Vulnerable pupils are well supported and make good progress from their starting points both emotionally and academically.</p>
<p>To increase the number of disadvantaged pupils achieving age related expectations in writing through creating resilient writers.</p> <ul style="list-style-type: none"> • To ensure that the 'Word aware' approach is used consistently across the classes to develop vocabulary. • Reinforce the purpose of writing through all lessons consistently: <ul style="list-style-type: none"> - writing for the reader - writing with imagination - building writing independence • For the school to continue being involved in as many writing competitions as possible. • To use the children's love of letter writing to write to people that inspire/ interest them (for example, the intergenerational project). • Highest priority to disadvantaged pupils through extra-curricular opportunities. 	<p>Disadvantaged pupils can write for a sustained period of time.</p> <p>100% (14 children) of the Pupil Premium Year 2 cohort will make expected progress (6 steps) in writing with 42.8% (6 children) making accelerated progress (7 or more steps).</p>

<p>To improve attainment in Reading for disadvantaged pupils through;</p> <ul style="list-style-type: none"> - improving cultural capital - increasing vocabulary - increasing the opportunity to practice skills in reading - building confidence and resilience <ul style="list-style-type: none"> • To give highest priority to the disadvantaged pupils when volunteer readers join the school. • Give pupils as many experiences as possible to further develop cultural capital. • To arrange trips beyond St Ives that allow pupils to engage in experiences that they have not had before. • All classes to ensure that they always have a class reading book and adults ring fence time in the timetable to read the children every day. • Little Wandle Letters and Sounds reading scheme is fully embedded and followed consistently across the school. • Highest priority to be given to disadvantaged pupils through extra-curricular reading opportunities. 	<p>Disadvantaged children will be able to read for a sustained period.</p> <p>Disadvantaged pupils will enjoy reading.</p> <p>100% (14 children) of disadvantaged pupils in the Year 2 cohort will make expected progress in reading (6 steps) with 21.3% (3 children) making accelerated progress (7 or more steps).</p>
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<p>To expand the cultural capital of disadvantaged pupils through further development of the Eastfield curriculum. Ensuring, in particular, that the town of St Ives plays a central role in the pupils learning</p> <ul style="list-style-type: none"> • Subject Leads to make links with local groups, so that children’s learning is enhanced through local visits or through having visitors into the school. • Subject Leaders (particularly the RE lead) to make links with members of our community that represent its cultural diversity • Subject Leaders to continue to develop the use of the school grounds in learning • Through monitoring, subject Leaders to ensure that our local community is being used well to develop the pupils understanding in their subject. • Through newsletters, find out if we have any parents that may have links to a community group or play a key role within the community. • If trips cost, the school to support the financial contribution by the parents of disadvantaged pupils. 	<p>Disadvantaged pupils have the opportunity to experience a range of activities that enrich their understanding of the world around them. This will contribute to a deeper understanding of the texts they read and the ideas they can select when they are writing.</p> <p>Using the local area and its residents continues to bring the curriculum to life, improving pupil’s retention of information taught.</p> <p>Pupils have a good understanding of where they live and their part within our community.</p> <p>Children are able to make better links in their learning through actively engaging and experiencing learning.</p>
<p>To continue to build positive and trusting relationships with parents, so that the right support can be provided at school and at home.</p> <ul style="list-style-type: none"> • To introduce and embed learning cafés with particular focus on targeting parent/carers of vulnerable children. • For the SLT to use feedback from parents to plan further support. • To continue to develop further links with extended services, so that the school can signpost parents for further support. • To hold attendance meetings with parents where attendance is poor. • For the school to provide basic resources for pupils if they are not available at home for the completion of homework. • For the SENCo to support parent/carers, if the pupil has additional needs and/or are CiC/CPiC/EYPP+ 	<p>Links between home and school are strong, so that the child feels safe in this consistency of approach.</p> <p>Relationships between school and home are strong enough that challenge can be accepted by either party, so that issues can be addressed.</p> <p>Parents feel confident in how they can support their child at home.</p>

<p>To increase the number of disadvantaged pupils achieving and exceeding age-related expectations in mathematics through creating resilient mathematicians.</p> <ul style="list-style-type: none"> • To give highest priority to the disadvantaged pupils (including EAL pupils) when allocating children to the weekly Maths club. • Continue to monitor that each classroom has a vocabulary rich environment. • To continue to use the ‘Word aware’ approach consistently across the classes to develop vocabulary. • Provide sensitive support through interventions or through first quality teaching techniques, to reduce mathematical anxiety. • All teachers to develop a mastery approach to mathematics, following CPD on the “5 big ideas”: <ul style="list-style-type: none"> - Representation & structure - Mathematical thinking - Variation - Fluency - Coherence • Continue to ensure that all pupils experience opportunities to reason and apply their mathematical knowledge and skills in a range of contexts through problem solving and shared experiences. 	<p>All pupils will be more confident, fluent and efficient math learners.</p> <p>100% (14 children) of disadvantaged pupils in the Year 2 cohort will make expected progress in reading (6 steps) with 42.8% (6 children) making accelerated progress (7 or more steps).</p>
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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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A) Professional Development £10,000 (20%)	Professional development is valued at Eastfield. We receive support from the Early Year’s Advisor, Primary Maths and English Advisors, and the Primary	1, 2, 3, 5 & 6

	<p>Advisor, specialist teaching team, Safeguarding team and other professional opportunities.</p> <p>NPQ qualifications – release time for leaders.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
B) TA small group/ individual support £25,000 (50%)	Each class team to set up support for disadvantaged pupils, so that their learning can be further extended	1, 2, 3, 4 & 6
C) Speech and Language Support £2,000 (4%)	Pupils with speech and language needs provided with support from specialist in school	1, 2, & 3
D) Inclusion support, training and resources £8,000 (16%)	<p>Many of our disadvantaged pupils also require pastoral support in the form of additional time, small group work, 1:1 sessions with a safeguarding lead and opportunities to spend time with the school dog.</p> <p>In class and 1:1 support for disadvantaged pupils that also have social and emotional needs.</p>	1, 2, 3, 4, 5 & 6

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

Budgeted cost: £4,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
E) Additional support resources	After each pupil progress meetings, this money will be available to purchase additional resources for individuals that	1, 2, 3, 4, 5 & 6

£2,000 (4%)	will enable them to accelerate in their learning. These resources may be home or school use.	
F) Extra-curricular opportunities £2,000 (4%)	<p>Extra-curricular opportunities provide children with the opportunity to develop other friendships, helps to raise self-esteem and confidence. Many of our disadvantaged pupils have barriers to learning effected by their confidence and self-esteem.</p> <p>Money available for disadvantaged children so that they can attend extracurricular sessions. For example, Multi-skills, Gymnastics, Yoga & Rugby tots.</p>	4 & 5
G) Trips and/or visitors £1,000 (2%)	To support families on a low income there is a 15% subsidy on all school trips.	4 & 5
H) Parent information session resources – additional hours for TAs to support by running a crèche during after school information sessions, refreshments, handouts etc. Also, a small financial contribution towards running our monthly coffee mornings. £320 (0.6%)	To ensure that parents are kept well informed about the school curriculum and can be informed as to how to help their children at home. Also, to build relationships with each other and for us to receive feedback from them and act on this, sometimes through providing further discussions with outside professionals.	2, 3, 4, 5 & 6

Total budgeted cost: £50,320

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 2023 to 2024 academic year

Number of Pupil Premium children at Eastfield by the end of 2023/24 academic year:

- 38 children entitled to Pupil Premium in the school across Reception, Year 1 and Year 2.
- This is +10 more Pupil Premium children than we had at the beginning of the academic year.
- Last academic year (2022/23) our Pupil Premium percentage was 14.5%. By the end of 2023/24 academic year it stood at 23.2% of our overall cohort. National average for pupil premium is 22.5%.

Reception	Year 1	Year 2
10 (+5 since 5 th September)	4 (-1 then +2 since 5 th September)	14 (+4 since 5 th September)

- We had 11 children entitled to Early Years Pupil Premium (EYPP). That's one more since the beginning of the academic year.
- All classes had an initial Pupil Premium review meeting with me to discuss end of year targets and what other strategies could be implemented to support children's progress (Tuesday 3rd October).
- Follow up Pupil Premium Review meetings took place on 23rd January and 30th April.
- Support staff received a Pupil Premium updates all key staff members across school are aware of who the pupil premium children are and what our ambitions are for this vulnerable group throughout this academic year. This also involved conversations about the strategies intended to support these children both in the classroom and through interventions.
- A meeting has taken place between me and the Pupil Premium Governor (Ketrina Hill) on 17th October to discuss the Pupil Premium strategy for this academic year. At this meeting we discussed:
 - Adaptations to the Pupil Premium overview.
 - Adaptations to the funding overview.
 - Minor adjustments to the Key Challenges identified among our pupil premium pupils.
 - Adjustments to the intended outcomes (linked to our school development plan).
 - Details of how we intend the pupil premium spend this academic year.
- Ketrina and I then met again in December to fully update the Pupil Premium Strategy and this can be found on the school website <https://www.eastfieldinfants.org/pupil-premium/>
- We then also met on 19th March to discuss the progress, attainment and spend of PP funding.

End of KS1 data overview (July 2024)

Our Year 2 results have improved since last year, particularly in reading where we are now comfortably above national achievement and back in line with our pre-covid results. It is clear from these results that the impact of Little Wandle has been a success and that our disadvantaged groups have especially improved outcomes this year. Writing results are also pleasing and have improved since last year by 10% overall. Maths is also an area to celebrate, we are broadly in line with national achievement and have also improved since last years outcomes. Going forward we will continue to strive for more pre-covid outcomes in this area.

KS1 Year 2 July 2024	Cohort size	Reading		Writing		Maths		RWM	
		Attainment		Attainment		Attainment		Attainment	
		68% pupils achieving/meeting age related expectations or above (ARE) Nat. 2023	19% pupils exceeding <u>age related</u> expectations (ARE) Nat. 2023	60% pupils achieving/meeting age related expectations or above (ARE) Nat. 2023	8% pupils exceeding <u>age related</u> expectations (ARE) Nat. 2023	70% pupils achieving/meeting age related expectations or above (ARE) Nat. 2023	16% pupils exceeding <u>age related</u> expectations (ARE) Nat. 2023		
All	54	79.6% 63% > 2023 66.7% > 2022 64.2% > 2021 66 (77.6%) > 2019	33.3% 27.8% > 2023 26.7% > 2022 24.5% > 2021 36 (42.4%) > 2019	61% 51.9% > 2023 56.7% > 2022 56.6% > 2021 66 (76.7%) > 2019	18.5% 13% > 2023 13.3% > 2022 15.1% > 2021 19 (22.1%) > 2019	68.5% 63% > 2023 66.7% > 2022 75.5% > 2021 74 (86%) > 2019	33.3% 25.9% > 2023 21.7% > 2022 20.8% > 2021 24 (27.9%) > 2019	55.6% 48.1% > 2023 53.3% > 2022 47.2% > 2021 65.9% > 2019	16.7% 11.1% > 2023 10% > 2022 13.2% > 2021 20% > 2019
Boys	27	85.2% 64.3% > 2023 60% > 2022 64.5% > 2021 75.6% > 2019	40.7% 28.6% > 2023 13.3% > 2022 25.8% > 2021 40% > 2019	55.6% 46.4% > 2023 40% > 2022 51.6% > 2021 64.4% > 2019	18.5% 10.7% > 2023 6.7% > 2022 12.9% > 2021 13.3% > 2019	66.7% 67.9% > 2023 60% > 2022 80.6% > 2021 75.6% > 2019	40.7% 35.7% > 2023 23.3% > 2022 22.6% > 2021 31.1% > 2019	55.6% 46.4% > 2023 36.7% > 2022 48.4% > 2021 60% > 2019	18.5% 10.7% > 2023 6.7% > 2022 12.9% > 2021 11.1% > 2019
Girls	27	74.1% 61.5% > 2023 73.3% > 2022 63.6% > 2021 80% > 2019	25.9% 26.9% > 2023 40% > 2022 22.7% > 2021 45% > 2019	66.7% 57.7% > 2023 73.3% > 2022 63.6% > 2021 80% > 2019	18.5% 15.4% > 2023 20% > 2022 18.2% > 2021 35% > 2019	70.4% 57.7% > 2023 73.3% > 2022 68.2% > 2021 75% > 2019	25.9% 15.4% > 2023 20% > 2022 18.2% > 2021 37.5% > 2019	55.6% 50% > 2023 70% > 2022 45.5% > 2021 72.5% > 2019	14.8% 0 > 2023 13.3% > 2022 13.6% > 2021 30% > 2019
Disadvantaged	10	70% 57.1% > 2023 75% > 2022 33.3% > 2021 73.3% > 2019	10% 14.3% > 2023 12.5% > 2022 11.1% > 2021 20% > 2019	50% 42.9% > 2023 50% > 2022 44.4% > 2021 53.3% > 2019	0 14.3% > 2023 0 > 2022 0 > 2021 13.3% > 2019	60% 57.1% > 2023 50% > 2022 66.7% > 2021 66.7% > 2019	10% 28.6% > 2023 0% > 2022 11.1% > 2021 20% > 2019	40% 42.9% > 2023 50% > 2022 22.2% > 2021 46.7% > 2019	0 14.3% > 2023 0 > 2022 0 > 2021 6.7% > 2019
EAL	20	75% 50% > 2023 56% > 2022 60.9% > 2021 78.6% > 2019	25% 20% > 2023 20% > 2022 13% > 2021 32.1% > 2019	40% 40% > 2023 60% > 2022 43.5% > 2021 71.4% > 2019	10% 5% > 2023 12% > 2022 8.7% > 2021 21.4% > 2019	50% 45% > 2023 68% > 2022 73.9% > 2021 75% > 2019	20% 15% > 2023 16% > 2022 8.7% > 2021 28.6% > 2019	40% 35% > 2023 52% > 2022 34.8% > 2021 64.3% > 2019	10% 0 > 2023 8% > 2022 4.3% > 2021 17.9% > 2019

For any further information, please see previous Pupil Premium Strategy documents which can be found on our school website <https://www.eastfieldinfants.org/pupil-premium/>