



Eastlea
COMMUNITY SCHOOL

Pupil Premium Strategy Action Plan

Pupil Premium Strategy Statement

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

School overview

Metric	Data
School name	Eastlea Community School
Pupils in school	1026
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	£458,750 (Financial year 2019 – 2020)
Academic year or years covered by statement	2019-2020
Publish date	January 2020.
Review date	September 2020
Statement authorised by	Ms Sarah Morgan
Pupil premium lead	Mr Jilur Rahman

Disadvantaged pupil performance overview for last academic year

1. Current attainment		
	Disadvantaged at Eastlea	Disadvantaged (national average)
Progress 8 score average (2019 GCSE Exams)	-0.51	-0.45
Attainment 8 score average (2019 GCSE Exams)	37.51	36.7

Performance of Disadvantaged Pupils 2018-2019	Disadvantaged (90)	Non - Disadvantaged(103)	Overall Cohort (193)
English and Maths GCSE (% 4+)	45.6	52.4	49.2
English and Maths GCSE (% 5+)	26.7	34	30.6
APS for the English Element	4.38	4.14	4.25
APS for the Maths Element	3.73	3.93	3.84
Entered 3 Single Sciences	16.70%	9.70%	13.00%
Overall Progress 8			
Overall Progress 8	-0.51	-0.68	-0.58
English	-0.23	-0.56	-0.36
Maths	-0.34	-0.47	-0.39
E-Bacc Element	-0.45	-0.73	-0.56
Open Element	-0.93	-1.00	-0.96

2. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Poor Literacy Skills
B.	Poor Numeracy Skills
C.	Poor social and independent skills development
Additional barriers	
D.	Very little opportunities for extra-curricular activities and cultural experiences outside school

3. Intended outcomes		Success criteria
A.	Improve attendance and punctuality of disadvantaged students.	Attendance and Punctuality rates of PP/ disadvantaged students are maintained/improved every term and in line with their peers.

B.	Close the gap between the attainment of disadvantaged students and their peers.	Progress score in core subjects to be positive.
C.	Improve Literacy and Numeracy Skills.	Pupils make rapid progress in Literacy and Mathematics measured through DPR.
D.	Create opportunities for extra-curricular activities and cultural experiences.	To ensure that all disadvantaged students have the opportunity to take up a minimum of one extra-curricular activity.

Draft of Proposed actions, strategies and interventions 2019 - 2020

ITEM	Budget
<p><u>Recruit A Lead Practitioner in Mathematics:</u></p> <p>Currently all Maths teachers have full timetables and class sizes have been maximised in sets 1 and 2. These students are the middle and high attainers who are in need of extra support with a teacher. A lead practitioner in Maths will be timetabled so that they can work with both sides of the year group. Groups of underachieving students can be intervened upon if there is a need. This will reduce class sizes and increase the student teacher ratio. By reducing the teaching group sizes for all children, and in particular placing children with lower attainment than their peers in substantially smaller groups, teachers are able to tailor their teaching to the individual learning needs of the children in their group and spend more time with each child. This will enable pupils to make rapid progress in Maths.</p> <p>Data from SISRA for the Summer 2019 exams has demonstrated that although the disadvantaged students did better than their counterparts with a P8 score of -0.37 in comparison to -0.46 in Mathematics, students underperformed overall with respect to national expectations.</p> <p>EEF Teaching and Learning Toolkit, 2018 - Reducing Class Size: "Reducing class sizes appears to result in around 3 months additional progress for pupils, on average."</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Intended Impact:</u></p> <p>To raise attainment in Maths and bridge the gap between disadvantaged students and their peers.</p> </div>	<p>£60,000</p>
<p><u>Saturday Tuition for Year 11 disadvantaged students :</u></p> <p>Selected students in Year 11 will be receiving Saturday tuition in both Mathematics and Science. This is to raise the attainment of students so that they make rapid progress and narrow the gap between their peers</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Intended Impact:</u></p> <p>Extension of teaching beyond the school day will give children further opportunities to access high quality learning opportunities, which is of particular importance to those pupils who could not otherwise access support for learning outside school.</p> </div>	<p>£30,000</p>

<p><u>Improve the Quality of Teaching and Learning</u></p> <p>Teachers in Mathematics, English and Science will be selected to become Pupil Premium and More Able Students' Champions in their respective departments. All champions will be provided with external CPD sessions for professional development and to improve whole school teaching and learning. Champions will lead on whole school CPD sessions along with the AP in charge. Additional resources will be purchased to support the development of the curriculum. This will deepen the understanding of the needs of disadvantaged students.</p> <p><u>Intended Impact:</u></p> <p>Quality of teaching and learning in the school will improve. This will be highlighted in IQP's and observations of teachers and students.</p>	<p>£10,000</p>
<p><u>Breakfast Club</u></p> <p>Established to provide free breakfast for all students so that students are physically prepared to learn.</p> <p><u>Intended Impact:</u></p> <p>This is to improve the attendance of the school overall and to narrow the gap in the attendance of disadvantaged students and their peers.</p>	<p>£5000</p>
<p><u>Exam Revision Sessions</u></p> <p>These sessions will happen during the holidays throughout the academic year for a range of subjects and will involve intensely focused teaching activities that tackle fundamental gaps in knowledge.</p> <p><u>Intended Impact:</u></p> <p>To close the gap in achievement outcomes at GCSE mainly in the core subjects for students eligible for Pupil Premium.</p>	<p>£30,000</p>
<p><u>Resources and Support Fund</u></p>	<p>£20,000</p>

<p>This is to provide learning resources for disadvantaged students such as equipment, revision books and support with their uniform.</p> <p>Intended Impact:</p> <p>Raise self-esteem, improve achievement through accessibility and encourage and develop independence in our students.</p>	
<p><u>Enhance staffing in MFL by appointing a 2IC and Teaching Assistants for PP students</u></p> <p>Students eligible for Pupil Premium underperformed last year in MFL. Teaching Assistants will specifically be employed to assist with targeted groups of disadvantaged students in French and Spanish</p> <p>The second in charge of MFL will work strategically with the CTL in raising attainment in Year 11 PP students.</p> <p>Intended Impact:</p> <p>To raise attainment in the EBacc element and overall progress score of the school.</p>	<p>£45,000</p>
<p><u>To improve whole school Literacy</u></p> <p>To ensure excellent outcomes and reading for all students and ensure literacy is extended across the curriculum so that students read for pleasure. Create a new library stocked with books so that students have access to books which will aid with their reading capabilities. External consultants from Driver Youth Trust will be used to deliver and train teachers on developing whole school literacy. The school will also gain resources from the Hackney Learning Trust to assist in delivering Literacy interventions to disadvantaged students.</p> <p>Recruit a Phonics teacher who will assist disadvantaged students with basic phonics knowledge. This is to ensure that students have the correct foundations to access education.</p> <p>A Literacy Coordinator will also be recruited to coordinate Literacy interventions and develop the provisions for Literacy across the curriculum.</p>	<p>£80,000</p>

<p><u>Intended Impact:</u></p> <p>Teachers will become trained practitioners in Literacy allowing for it to be embedded in the curriculum. Individual subjects will have updated Long term Plans, Medium Term Plans and Short Term Plans to incorporate Literacy.</p>	
<p>Improve whole school and classroom behaviour</p> <p>Two Behaviour specialists (HLTA's) recruited to support students in raising their self- esteem and self-efficacy.</p> <p><u>Intended Impact:</u></p> <p>To develop home school relationships and break down barriers through effective group and 1:1 mentoring.</p>	<p>£50,000</p>
<p>Improve whole school attendance</p> <p>Recruit attendance officers to work alongside key school staff in promoting excellent attendance of pupil premium students, reduce levels of absence and work with families to promote home school support.</p> <p>To continue with the Attendance Management Service (AMS) at the Gold level of provision. This gives the school an extra day of support from the Local Authority attendance team. Students who have low attendance are expected to receive home visits ensuring all families, especially the hard to reach are contacted and regularly kept in communication to ensure attendance is improved and maintained.</p> <p><u>Intended Impact:</u></p> <p>Attendance for every year group to be recorded every week and discussed in Year groups. Every term attendance figures to improve for every year group. Individual students and Mentor classes to be congratulated and rewarded in mentor classes.</p>	<p>£40,000</p>
<p>Maths, English and Science Academic Mentors</p>	<p>£120,000</p>

- Recruit two Academic Mentors for each subject to substantially reduce teaching group sizes in Mathematics , English and Science especially in key sets disadvantaged students. Teachers will be able to tailor their teaching to the individual learning needs of the children and work with Mentors to optimize learning and the time spent with each child. This will enable pupils to make rapid progress and ensure that students are achieving in line with national expectations.

'EEF Teaching and Learning Toolkit, 2018 – Reducing Class Size:

“Reducing class sizes appears to result in around 3 months of additional progress for pupils, on average.”

Intended Impact:

To raise attainment in the core. To raise the overall progress score for the school.

Budget: £490,000

Total