



# Eureka Primary School



## Pupil Premium Strategy 2020 – 2021 Impact Report

**It is important to take note that due to the COVID-19 pandemic - in school for 4 full Derbyshire terms.**

### Amount of Pupil Premium funding received 2019-2020

No of pupils in receipt of Pupil premium	47 Pupils (34% of all pupils)
Number of Pupils in receipt of top-up funding	5 Pupils
Total Pupil Premium Funding	£59,677.52 (including £2,877.52 CF)
Carry Forward to 2021-22 (due to COVID -19)	£3,345

### Identified Barriers to Educational Achievement

Eureka Primary School has identified the following as barriers for some of the pupils currently in receipt of pupil premium:

- 37% (17/47- Sept 2020) of those children in receipt of pupil premium funding also have special educational needs or disabilities  
51% (24/47) have support from other professionals/outside agencies (Ed. Psych., Behaviour Consultant, FSW/Social Care) – an increase on 2019-20 by 14%  
10% (5/47) have additional funding (Grip/EHCP) - an increase on 2019-20 by 5% 40%  
(17/47) are on the Safeguarding register - an increase on 2019-20 by 3%
- Children often start school lower than the expected level for their age, particularly in areas underpinning managing their feelings, listening and attention and writing - evident in their baseline assessment.
- Speech and Language of the children entering reception is often below that of their peers nationally. Poor communication skills and poverty of vocabulary. Early intervention needed to be put in to develop language skills – **this was through zoom calls during the pandemic with various professionals within and out of school.**

- We have low parental participation with workshops and open mornings – **no opportunities to hold them during the pandemic.**
- The children enter school and throughout school, show high levels of emotional fragility and poor mental health. Low levels of resilience and self-belief due to poor social and emotional skills. 17 children are on the Safeguarding register (17/135 – 13% of whole school) **This increased through the COVID pandemic, as noted on pupil questionnaires and through conversations with Parents during lockdown/selfisolation times.**
- High levels of social deprivation in the area is indicative of the associated problems of limited access to books, IT equipment and learning resources at home, as well as a limited world knowledge – **IT equipment was provided on loan for children with no access at home via the DfE; permanent for children with a SW.**
- Low parental engagement with home learning – **plus remote home learning during lock-down for some children.**
- Low level of aspiration and history of poor educational outcome.
- Pockets of low attendance. Disadvantaged children are the higher group in taking holidays during term time; more concern letters for poor attendance have been sent home for this group (**prior to COVID 19**).
- 2020-21 attendance (to 22.6.21):
  - all children - **96.67%**; children in receipt of PP - **95.55%** (1.70% improved on 2019-20 and broadly in line with National) ➤
  - others – **97.18%** - above National. All attendance over the year improved on 2019-2020.

## Rationale for Expenditure

Desired Outcome	Success Criteria	Review and Impact
<p>For Pupil Premium children to attend school on time, regularly and in line with the national averages for all pupils.</p>	<p>Attendance for pupil premium children is in line with National – 96%</p>	<p>Attendance is monitored carefully and any changes/dips responded to promptly. Due to the pandemic, no letters were sent out to Parents.</p> <p>Autumn 2020: PP – 89.51%; Non-PP – 93.80% - a drop in attendance due to increasing COVID related illness and the need for ‘bubbles’ to self-isolate.            Spring 2021: PP – 95.98%; Non-PP – 96.4% an increase on the Autumn term, but still COVID related illness (these figures are for KEY WORKER and vulnerable children). Summer 2021: PP – 95.92%; Non-PP – 96.35%            Spring and Summer 2021 in line with National data.            Spring and Summer 2021 data for PP children is broadly in line with National. PP data is broadly in line with Non-PP data across the year.</p> <p>The attendances above include all illnesses, medical appointments, authorised absences, unauthorised absences, holidays and Covid related absences.</p>
		<p>Concern letters are sent as soon as the attendance drops below 90; improvement letters sent (still below 90%/above 90%); attendance meetings arranged where necessary; panel meetings are held. There has been a great deal of impact with the steps being carried out in a timely fashion.</p>

Pupils in receipt of the premium will make at least expected progress in reading, writing and maths to diminish the difference on their nondisadvantaged peers both locally and nationally.

The % of children achieving AT or above age related expectations is in line with non-pupil premium children.

Teacher assessments were carried out during Autumn 2 2020:

100+	Reading		Writing		Maths		SPAG		Combined	
	Cohort	PP	Cohort	PP	Cohort	PP	Cohort	PP	Cohort	PP
Y1	45%	20%	40%	20%	75%	60%			40%	20%
Y2	60%	50%	55%	25%	60%	50%			50%	0%
Y3	35%	20%	35%	20%	50%	40%			25%	10%
Y4	50%	20%	44%	20%	31%	20%			25%	20%
Y5	54%	44%	38%	11%	54%	44%			38%	11%
Y6	44%	29%	39%	29%	56%	43%			33%	29%

This data shows the impact of the long lockdown during 2020 since March and the fact that most children did not return to school until September 2020. This informed our interventions, catch up that was needed and the next steps to support our learners through their journey.

Assessments Summer 2021:

100+	Reading		Writing		Maths		SPAG		Combined	
	Cohort	PP	Cohort	PP	Cohort	PP	Cohort	PP	Cohort	PP
Y1	40%	20%	35%	0%	75%	80%	35%	0%	30%	0%
Y2	30%	20%	55%	40%	45%	40%	35%	20%	30%	20%
Y3	55%	40%	25%	10%	55%	30%	35%	20%	25%	0%
Y4	19%	0%	31%	0%	19%	0%	44%	17%	13%	0%
Y5	54%	44%	63%	50%	42%	25%	63%	67%	42%	67%
Y6	94%	86%	72%	43%	67%	57%	100%	100%	56%	43%

Interventions, revisiting learning from lockdown, interventions at point of need identified in the lesson and overlearning and catch up learning have had impact in some cohorts across the school.

<p>Increase the number of pupil premium pupils achieving greater depth by ensuring that all children on track to meet greater depth do so.</p>	<p>HA children continue to achieve greater depth based on earlier achievements.</p>	<p>Teacher assessments were carried out during Autumn 2 2020:</p> <table border="1" data-bbox="875 124 2125 424"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th colspan="2">SPAG</th> <th colspan="2">Combined</th> </tr> <tr> <th>110+</th> <th>Cohort</th> <th>PP</th> <th>Cohort</th> <th>PP</th> <th>Cohort</th> <th>PP</th> <th>Cohort</th> <th>PP</th> <th>Cohort</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>5%</td> <td>0%</td> <td></td> <td></td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Y2</td> <td>5%</td> <td>0%</td> <td>5%</td> <td>0%</td> <td>5%</td> <td>0%</td> <td></td> <td></td> <td>5%</td> <td>0%</td> </tr> <tr> <td>Y3</td> <td>20%</td> <td>0%</td> <td>15%</td> <td>0%</td> <td>15%</td> <td>0%</td> <td></td> <td></td> <td>10%</td> <td>0%</td> </tr> <tr> <td>Y4</td> <td>6%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>6%</td> <td>0%</td> <td></td> <td></td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Y5</td> <td>13%</td> <td>11%</td> <td>8%</td> <td>11%</td> <td>13%</td> <td>11%</td> <td></td> <td></td> <td>8%</td> <td>11%</td> </tr> <tr> <td>Y6</td> <td>6%</td> <td>14%</td> <td>6%</td> <td>14%</td> <td>6%</td> <td>14%</td> <td></td> <td></td> <td>6%</td> <td>14%</td> </tr> </tbody> </table> <p>Assessments Summer 2021:</p> <table border="1" data-bbox="875 480 2125 783"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th colspan="2">SPAG</th> <th colspan="2">Combined</th> </tr> <tr> <th>110+</th> <th>Cohort</th> <th>PP</th> <th>Cohort</th> <th>PP</th> <th>Cohort</th> <th>PP</th> <th>Cohort</th> <th>PP</th> <th>Cohort</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>5%</td> <td></td> <td>10%</td> <td></td> <td>10%</td> <td></td> <td>5%</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Y2</td> <td>0%</td> <td></td> <td>5%</td> <td></td> <td>5%</td> <td></td> <td>5%</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Y3</td> <td>20%</td> <td></td> <td>10%</td> <td></td> <td>0%</td> <td></td> <td>5%</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Y4</td> <td>0%</td> <td></td> <td>6%</td> <td></td> <td>0%</td> <td></td> <td>0%</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Y5</td> <td>4%</td> <td></td> <td>8%</td> <td></td> <td>4%</td> <td></td> <td>8%</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Y6</td> <td>33%</td> <td></td> <td>22%</td> <td></td> <td>6%</td> <td></td> <td>33%</td> <td></td> <td>0%</td> <td></td> </tr> </tbody> </table> <p>Interventions, revisiting learning from lockdown, interventions at point of need identified in the lesson and overlearning and catch up learning have had impact in some cohorts across the school.</p>		Reading		Writing		Maths		SPAG		Combined		110+	Cohort	PP	Cohort	PP	Cohort	PP	Cohort	PP	Cohort	PP	Y1	0%	0%	0%	0%	5%	0%			0%	0%	Y2	5%	0%	5%	0%	5%	0%			5%	0%	Y3	20%	0%	15%	0%	15%	0%			10%	0%	Y4	6%	0%	0%	0%	6%	0%			0%	0%	Y5	13%	11%	8%	11%	13%	11%			8%	11%	Y6	6%	14%	6%	14%	6%	14%			6%	14%		Reading		Writing		Maths		SPAG		Combined		110+	Cohort	PP	Cohort	PP	Cohort	PP	Cohort	PP	Cohort	PP	Y1	5%		10%		10%		5%		0%		Y2	0%		5%		5%		5%		0%		Y3	20%		10%		0%		5%		0%		Y4	0%		6%		0%		0%		0%		Y5	4%		8%		4%		8%		0%		Y6	33%		22%		6%		33%		0%	
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<p>Levels of engagement and participation of pupil premium children will be maintained across the school. Increased self-esteem, confidence, motivation and engagement; accessing wider opportunities ...</p>	<p>Pupil are engaged and increasing participation in after school activities - Breakfast club, Forest school, after school groups and competitions ...</p>	<p>We have been running Forest School for almost 2 years now and all PP children continued to access Forest School on a Friday afternoon. The children continue to be stimulated by the outdoors and have experienced an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem solving skills and emotional well-being. Forest School ran for the Autumn term, but not during December when we had many cases of COVIS and bubbles were self-isolating or during the COVID-19 lockdown period in the Spring. All children in receipt of PP accessed the programme; some of the children with SEND who are also in receipt of PP accessed more than once; the children with the greatest need, the most vulnerable, accessed every week.</p>																																																																																																																																																																																

<p>Pupils' well-being is supported effectively to ensure that they are ready for learning and develop a passion for learning.</p> <p>Pupils develop stamina and independence to achieve personal targets and are well prepared for success in later life.</p>	<p>Where appropriate PP children are prioritised at sporting, cultural, artistic and other external activities.</p> <p>Aspirations for PP children later in life are evident.</p>	<p>From September 2020, we accessed Forest School in bubbles, not mixed groups. PP children were given priority, and we took into account children who have become more vulnerable during the COVID-19 pandemic.</p> <p>Teachers continue to receive termly individual reports for the children to inform future steps and to ensure that the children are encouraged to show and use the specific skills that they have achieved – where possible – back in the classroom and in other areas of learning and school life. Wanting to provide all children with a greater Forest school experience to enhance their wellbeing, teamwork, concentration through physical activity and general enjoyment of the fresh air and experience that it brings, we opened up Forest school to full class sessions for an afternoon. The whole class, teacher, TA and F School lead enjoyed a very enriching afternoon together in our rich and varied environment providing a boost for everyone's well-being; our priority over this worrying and restrictive time.</p> <p>In addition, as we had found a real dip in writing across the school: in engagement, want and what to write, lack of enthusiasm and skills that had 'dwindled' due to the situation – we developed a full week of afternoon sessions per class to enhance writing. It involved writing stimuli, a theme, forest school activities, drama, outdoor and adventurous activities that stimulated weeks of learning – not only in English, but across the curriculum. The children were re-engaged in learning. All classes made progress over the week, in many areas.</p> <p>Due to COVID restrictions, we have been unable to offer the afterschool provision this year. After school Forest School was very popular with the younger children (requested by and self-funded by Parents). Once restrictions are fully over, and we have guidance from DfE, we shall open up Forest School again as an after school option.</p> <p>All PP children are invited to breakfast club for free from 8.00am – on average 33% of children in receipt of PP have attended breakfast club over the year.</p> <p>We have continued to offer a great deal of choice, something for everyone. As well as receiving a healthy breakfast and start to the day, the children are socialising with their peers and settling into their school day in a safe, happy and comfortable environment. During the lockdown period, only the KEYWORKER and vulnerable children who were attending school could attend breakfast club. It was well received - all Government advice followed.</p>
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		<p>We have also bought in a Sports counsellor who provides physical and mental therapy for our youngsters who are struggling with self-esteem, well-being and motivation. His coaching demonstrates a positive correlation with sports and improvement in attention symptoms, cognitive symptoms and social skills. This way of working with these children, in the form of athletic activity increases their whole self-worth and attitude. This has been a recent venture and we are already seeing some positive outcomes. This is something we shall continue during Autumn 2021.</p> <p>A DfE scheme allowed us to be able to loan chrome books, laptops or tablets to children without technology so that they could continue to access their home learning that was provided daily via Tapestry for Reception, or Google Classroom for Year 1-6. This ensured that no one was left out. Cless emails were set up so that teachers could always be on hand to support if necessary.</p> <p>Class teachers regularly put videos on for the children to help them to understand the learning; read stories for the children to enjoy; weekly zoom class so that we could connect with each other in various activities; also some short lessons with small groups through zoom to support our writing. 70% of Eureka's children accessed and handed in most or all of their remote home learning everyday – which is fantastic. 55% of children in receipt of PP accessed and handed in most or all of their remote home learning everyday</p> <p>Due to COVID restrictions, clubs were not offered until the summer term 2021 where restrictions were lifted slightly. Each class bubble has had their own coach, one night a week to access an hour of sporting activity afterschool. This has been very well received and the children have enjoyed this more as the sessions have been more directed at their age group, ability and skill set. 67% of the school children attended across the school; 29% of attendees were in receipt of PP.</p> <p>We are looking forward to 2 x groups of 6, year 6 children, attending a cricket competition and a football competition later in the summer term. This has been set up by the SSP and will be carried out using the current Government guidance. 1 adult is allowed to attend per child – the first time since the pandemic began – very exciting.</p>
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<p>High quality curriculum initiatives are targeted to address poverty of vocabulary</p>	<p>Classrooms, quality of teaching and evidence in books demonstrate high quality language acquisition as a priority.</p>	<p>(See Forest School information above) Classrooms continue to be vocabulary rich: children given the opportunity to choose word of the week, add their word to the whole school display, identify tier 2 and 3 words, encouraged to use them, class teachers and TAs model the use of them.</p>
		<p>We continue to read as a writer and write with the reader in mind. This thread follows through school to all abilities and all groups – PP are always the first group to be thought about and constantly brought in at the beginning of the learning. TAs, giving the child time to think for themselves, providing small hints/tips if needed and at each stage giving the child time to work it out for themselves before further modelling is given, uses a tiered scaffolding approach. Vocabulary and English as a whole, has been enhanced by the purchase of various online resources to support spelling, reading and writing. Miss Hurt has also been on some writing training which will be put into place in the Autumn term.</p>
<p>Parents and Carers are encouraged to play an active role in their child’s education. Children and families believe they can do well in the future.</p>	<p>Number of parents/carers attending events increases</p>	<p>Since the pandemic the school has continued to follow Government guidelines and Parents have not been able to attend events.  During this time, Parent evenings have been continued via telephone or a zoom call and have been well received across all classes. Summaries of attainment and approaches to learning behaviours are given out prior to the appointments as a point of discussion – very well received by Parents and a more focused discussion is had. Parents have the information they need at their fingertips to enable them to support their child/ren where needed. Parents that have participated and have taken an interest in their child’s remote home learning and ‘normal’ home learning really do add value: children sharing their results with great pride to the rest of the class, again given the chance to shine and to boost their confidence. This is really appreciated.</p>

<p>ALL pupils are in receipt of GOOD or better teaching. Pupil premium pupils are accessing additional support for their learning through specific and appropriate intervention</p>	<p>Quality first teaching and targeted interventions ensure that gaps are addressed and % of children achieving AT or above increases.</p>	<p>100% of teaching – as monitored by our head teacher, has been found to be GOOD or better. Teachers receive feedback and Teacher on a Page documents showing strengths and areas to develop; these are monitored and supported as required so as to impact further on the progress of the children. All staff have been able to access CPD via Teams from various educational companies or DCC, this has been well received and has influenced our practise and therefore been of benefit to the learning of the children. We have recently purchased a full package from the National College for a whole school wide CPD resource for all – again delivered virtually. Interventions are delivered consistently well and achieve good outcomes; almost all pupils making little steps of progress throughout the session, building on these steps or overlearning over the sessions; transferring the skills back into the classroom. TA on a page works well and the</p>
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<p>n in order to impact on standards.</p>		<p>staff seek out support and make improvements towards their 'areas to develop' promptly; thus impacting on their effectiveness.</p> <p>This year our interventions have been driven by our teacher assessments from the Autumn term, after we had returned from the long lockdown of 2020. Pupil progress meetings were held where decisions were made as to which would be the best way to support the children in getting ever closer to reaching their potential.</p> <p>The 'assess, plan, do, review' approach continues to work well in supporting pupils progress – changes made as needed.</p> <p>During lockdown, appropriate, differentiated learning was provided for each of our pupils in receipt of PP – on-line through Google Classroom or Tapestry. Teachers or TAs made contact regularly with the pupils and Parents with offers of support and advice as was needed; class emails were also set up, so that Parents could contact staff when they needed help.</p> <p>During the Autumn term 2020, the TA or indeed class teacher, intervened at point of need with the children in receipt of PP to support where needed to enable the children to feel safe, happy and comfortable and enable them to get back into their learning and school life.</p> <p>Intervention Impact:</p> <p><b>Adventurers:</b> All chn receiving ECAT training have made good progress and are interacting well. Phonics – 100% progress from all children. S and L – 100% progress. NELI – 100% making progress Catch Up – no data <b>Thinkers:</b> Reading – 100% making progress Writing - 100% making progress; some H Maths - 100% making progress; some H <b>Explorers:</b> Reading – 100% making progress; 2 children H Writing - 100% making progress Maths - 100% making progress <b>Investigators:</b> Reading – 100% making good progress Writing - 100% making progress Maths - 100% making progress</p>
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		<p><b>Enquirers:</b></p>
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Reading – 100% making progress: 3 children H

Writing - 100% making good progress ; some very good

Maths - 100% making progress; some H

Catch Up reading: very good progress

Catch Up writing: 2/3 good progress