



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	Eastwood Village
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021- 2022
Date this statement was published	1.1.22
Date on which it will be reviewed	1.4.22
Statement authorised by	Kirsty Ridley
Pupil premium lead	Kirsty Ridley
Governor / Trustee lead	Ray Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,155.00
Recovery premium funding allocation this academic year	£14,335
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	Total £147,470

Part A: Pupil premium strategy plan

Statement of intent

At Eastwood Village Primary we are ambitious for all our pupils and aspire for them to reach their full academic and social potential. Our pupil premium strategy is impact driven, formulated through careful analysis of data collected and based on the Education Endowment Foundation guide to supporting school planning. We know that effective teaching alongside securing pupil well-being improves outcomes for all children. We therefore provide focused support and small group teaching to ensure pupils move on from their individual starting points at a realistic pace. We strive to involve parents in their child's education, this includes the importance of attending school every day.

Challenges

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

Challenge number	Detail of challenge
1	Significant barriers to learning in terms of language acquisition in English and a vocabulary gap.
2	High mobility and the impact this has on consistent schooling from Reception to Year 6 resulting in low attainment on entry, significant gaps in learning and slow progress.
3	Social disadvantages caused by poverty prevent children having a range of cultural and enrichment experiences.
4	Poor attendance (including punctuality) of children in receipt of Pupil Premium funding impacts on overall attainment
5	Insecure application of phonics, i.e. fluency within reading across all phases hinders pupil's ability to read with greater independence.
6	Limited skills within inference and retrieval in reading at Key Stage 2 for disadvantaged learners hinder their ability to become effective readers across the curriculum
7	Lack of ability to reason effectively in mathematics impacts on overall mathematical ability for those who are disadvantaged
8	Insecure outcomes in writing prevent disadvantaged learners from communicating in writing effectively for a range of purposes and audiences.
9	Priority of education, aspirations and understanding of UK school expectations

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
Diminish the difference between advantaged and socially disadvantaged children, in reading, writing and maths.	Attainment is raised towards national expectations – attainment targets met for 21-22
Continue to improve attendance and punctuality and decrease persistent absence. Restoring the positive routines and attitudes noted before the Pandemic.	Attendance is raised towards national expectations – target met for 21-22 (92%) Decrease the % of PA children
Improve language acquisition and widen pupils' vocabulary.	Improved variety and accuracy of vocabulary used by pupils. Use of rich / subject specific vocabulary in talk and writing.
Improve the rate of progress for eligible children.	Rapid progress made from low starting points and pupils make good or better progress across the academic year

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: £ £73,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop high quality first teaching focused on language development, feedback and metacognition.	Quality first teaching for all EEF toolkit feedback +8, mastery +5, metacognition +7	1,5 -9
CPD targeted for the needs of staff (teachers ECT and teaching assistants), including joint planning, SLT coaching, Phonics SLE coaching and peer observations	EEF research shows that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years' worth of learning	1,5 & 6- 9
Maths leader to embed mastery of maths approach and use of the ready to progress criteria to fill gaps.	Maths Hub Ready to progress criteria.	7
Additional adults/teachers to work alongside class teachers and ECT's to intervene in gaps in learning, or to release class teacher to work with pupils who need additional support.	EEF research (Maximising the impact of teaching assistants) found that gaps were successfully lessened when additional adults used to support class teaching rather than replace it.	1,5 & 6- 9
CPD and QA cycle of improvement used to promote vocabulary widening and application addressed through the use of quality texts and SLT supported planning.	Enabling pupils to use learned vocabulary in context as well as building on vocabulary is essential in closing the vocabulary gap (Alex Quigley). Hjetland et al (2017), in their systematic review found that spoken vocabulary predicted children's latter reading development. Vocabulary relates to reading comprehension, but impacts equally on curriculum areas that require specific word knowledge such as mathematics and science.	1,3, & 6

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver daily interventions to improve reading/writing ability and outcomes across school.	Follow English Hub SLE advice based on research from Ruth Miskin RWI Programme. The EEF recognises the impact of running high quality structured interventions – Improving Literacy 2020 and Improving Literacy in KS2 2017.	5,6 & 8
Delivery of maths objectives/ Numbers Count intervention materials identified from gaps analysis during pupil progress reviews.	Numbers count and First Class @ Number White Rose- ready to progress criteria adopted RE Gap analysis.	7
School led tutoring sessions delivered to targeted pupils following SLT led data analysis.	EEF toolkit language interventions +5, reading comprehension +6, small group tuition +4, behaviour +3 EEF Toolkit shows that 1:1 Tuition is an effective strategy (+5months).	1,2 & 5-9

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fulltime Attendance Officer and Safeguarding Officer deployed to make daily home visits, monitor data, support parents in establishing routines or healthcare advice, adopt rewards/sanctions linked to safeguarding principles.	Regular school absence impacts upon attainment.	4

<p>Pastoral team formed to support high quality provision for disadvantaged children. Nurture group work based on emotion coaching and thrive delivered.</p>	<p>EEF toolkit +4 1, 2 6 A joined-up approach to pastoral and academic interventions/support leads to greater success of pupils. Strong pastoral care is the foundation stone of a successful PPG strategy (Marc Rowland, Maximising the impact of the Pupil Premium, 2020).</p>	<p>2,3,4 &9</p>
<p>Breakfast club provided for all pupils. Range of activities to be delivered during breakfast club to enhance social interactions/communication, physical activity levels and reading opportunities.</p>	<p>EEF research suggests that providing before school breakfast club provision can impact positively on KS1 pupil's attainment (+2 months)</p>	<p>2,3&4</p>
<p>Extra-curricular activities and trips facilitated to enrich children's life experiences and improve well-being and the self-regulation of emotions.</p>	<p>Trips and curriculum enrichment support social and emotional development. Ensure access for all pupils to allow cultural knowledge to be enhanced.</p>	<p>2,3, &4</p>

Total budgeted cost: £154,000

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.

Objective	Evaluation
<p>Following the Health Pandemic, ensure the basic needs of our children are met so that they are able to access learning e.g. Maslow's physiological aspects within the hierarchy of needs</p>	<p>The pandemic has necessitated high levels of family support. 3 members of staff have been involved in Child Protection, Food voucher distribution and sign posting families to achieve settled status.</p> <p>Approx. 20 families have been granted settled status since September.</p> <p>5 families have been supported to access improved Housing conditions.</p> <p>30 children have accessed support for Food distribution alongside Voucher implementation.</p> <p>10 children have had ongoing access to food banks and uniform through Academic Year.</p> <p>6 families (13 children) are undergoing different layers of social care involvement. Attendance at Strategy Meetings has increased 300% since September 2020</p> <p>3 children are currently LAC.</p> <p>Referrals to HI, CAMHS & SALT are now being done by LP as part of new SEN role in school.</p>
<p>Whole school Attendance is restored to pre- lock down levels. 94.5%</p>	<p>Full time attendance officer in place until Easter. SLT took over the role from Easter. Daily visits conducted, incentives</p>

<p>New school starters are supported to meet Attendance expectations.</p> <p>Number of late marks decreases from 2.5 to 2.0% (Subject to mobility)</p>	<p>promoted to support full attendance. Sanctions imposed too, which have held little impact due to self-isolation circumstances and the need for families to seek passport/ identity documentation in order to achieve Settled Status.</p> <p>Whole school attendance Since March 8th 93% CME figures excluded.</p> <p>12 outstanding CMEs</p> <p>Number of late marks currently stands at 2.2%. This has been exacerbated by staggered starts due to the need to adhere to Covid Risk Assessment Measures.</p> <p><u>Future actions</u></p> <p>New Pastoral Team in place for September. Breakfast club to resume from September. Sanctions Imposed with the support of LA to restore former Attendance Levels.</p>
<p>Support children to make good progress to narrow the gap from lost learning caused by Covid 19 health crisis, where possible to attain and exceed national expectations.</p> <p>To identify PPG children who need additional support in Math's, reading or writing and to target through small group intervention sessions</p>	<p>Interventions run for RWM from FS1- Y6.</p> <p>Pupil Progress Meetings held July 2021 between Teachers in preparation for Catch up Curriculum to continue in September.</p> <p>Transition Meetings held to support PP children</p> <p>Moderation Meetings held for RWM.</p> <p>English Hub Data shows exceptional progress for FS2 & Y1 pupils.</p> <p>Progress from new baseline in April 2021 to summer 2 2021</p> <p>Disadvantaged Pupils who have made expected progress.</p>

	Maths	Reading	Writing
Y1	50%	57%	50%
Y2	63%	74%	74%
Y3	100%	88%	67%
Y4	87%	77%	96%
Y5	70%	70%	52%
Y6	No data	No data	No data

Future Actions

Interventions to run from September following Pupil Progress Meetings held July 2021

Continued small group teaching required for pupils new to school, new to English and to support the Catch-up curriculum.

<p>Read, Write inc intervention</p> <p>Close the gap between pupils eligible for FSM with other groups of learners.</p> <p>Meet all English Hub recommendations for lowest 20% of pupils.</p> <p>Enhance transition to meet pupil needs. Y1 taught in FS.</p>	<p>RWI has been classroom based and not streamed as is usual (see above). Staff training and monitoring has been delivered by leader. Assessments have been done for RWI and appropriate groupings initiated.</p> <p>Phonics remote learning has been accessible on the website in case of illness.</p> <p>All of the children's reading books have been exchanged for decodable books</p>
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	<p>1:1 Catch up interventions held in afternoons.</p> <p>English Hub Data shows exceptional progress for FS2 & Y1 pupils.</p> <p>Year 2 children have taken the phonic screening that should have been done in Year 1. 9/21 (41%) passed. This is higher than predictions (6/21) 28% and has shown that 1:1 intervention have been successful.</p> <p><u>Further actions:</u></p> <p>RWI leader released from Timetable to support new Staff and support the efficient assessment and grouping of pupils to promote progress.</p> <p>Small group Teaching will be resumed.</p> <p>Interventions for next half term will be put in place by leader.</p> <p>3x weekly Homework Club facilitated for Reading, Writing and Maths lost learning catch up.</p> <p>Library stock increased to maintain decodable book stocks.</p> <p>See Reading monitoring evaluation support for further information.</p>
<p>Through breakfast and healthy snack provision:</p> <p>Ensure the basic needs of our children are met so that they are able to access learning.</p>	<p>Breakfast club is now classroom based and provided for all children in school. 100% pupils accessed healthy food to start their school day.</p> <p>60 Family Breakfast packs distributed through term and holiday time.</p> <p>Fruit and Veg has been provided for families through term time and holiday time.</p>

	<p><u>Future Actions</u></p> <p>Resume family breakfast club to support better punctuality and attendance.</p> <p>Fruit and Veg has been provided for families through term time and holiday time.</p> <p>A sustainability plan is in place to support the continuation of Magic Breakfast provision and to replace Government free fruit initiative.</p>
<p>Enable children to have high self-esteem and self-confidence</p> <p>Enable children to access school provision in its widest sense e.g. creative and sporting activities and to socialise.</p> <p>Involve parents in supporting their children's learning</p>	<p>After school clubs have recently began to slowly increase again following the Winter Lockdown. These have included, Y4 Multi Sports, Y5 Dance Club, Y3 Circus Skills, Y6 Football and Y5 Science Club. Extra curricula Clubs were brought into the curriculum for pupils to attend in their bubbles.</p> <p>6 Enhanced Subject Led days have been held in school to promote creativity, participation and socialisation after lockdown.</p> <p>World Cultures Festival, Maths/Art day, Italian Day, Diwali Day, Eid Celebrations, Science Day, Safer Internet Day, Love of Reading day & Mental health awareness workshops held.</p> <p><u>Future actions</u></p> <p>Summer school will be held to promote catch up from lost learning time and provide opportunities to enrich pupils' life chances. See brochure for individual days.</p> <p>Week 1 Music Focus</p> <p>Week 2 Olympics</p>

	<p>Week 3 Circus Skills</p> <p>Week 4 D&T & Sport Focus.</p>
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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
Time tables intervention	Time tables Rockstar's
Ruth Miskin Portal	Ruth Miskin Portal
Handwriting	Letter Join

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

Further information (optional)

Due to the school serving a very socially disadvantaged area and between 10- 20% of our pupils periodically have no recourse to public funds, the pupil premium eligibility is distorted and doesn't reflect the most desperate needs of the pupils in this school. In response to the situation, our pupil premium strategy is inclusive of all disadvantaged pupils regardless of their eligibility.