



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	186
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022- 2023
Date this statement was published	1.1.23
Date on which it will be reviewed	1.1.24
Statement authorised by	Kirsty Beresford
Pupil premium lead	Kirsty Beresford
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	A majority of pupils face wide and varied adverse childhood experiences prior to starting the school.
5	A significant proportion of pupils enter the school later than the legal school age in England, i.e. pupils start school in Year 2 for the first time.
6	Poor attendance (including punctuality) of children in receipt of Pupil Premium funding impacts on overall attainment
7	Insecure application of phonics, i.e. fluency within reading across all phases hinders pupil's ability to read with greater independence.
8	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
9	Lack of ability to reason effectively in mathematics impacts on overall mathematical ability for those who are disadvantaged

10	Insecure outcomes in writing prevent disadvantaged learners from communicating in writing effectively for a range of purposes and audiences.
11	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 22-23
Continue to improve attendance and punctuality and decrease persistent absence.	Attendance is raised towards national expectations – target met for 22-23 (92%) Decrease the % of children who are vulnerable to PA status.
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 knowledge recall, language development, feedback and metacognition. Ensure SEND provision meets the '5' a day principles.	Quality first teaching for all EEF toolkit feedback +8, mastery +5, metacognition +7	1,2,5 & 6-10
CPD targeted for the needs of staff (teachers ECT and teaching assistants), including joint planning, subject leader focussed planning, SLT coaching through Step Lab platform, 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	1,2,5 & 6-10
Maths leader to embed mastery of maths approach, through use of mastering number project and ready to progress criteria to fill gaps.	Maths Hub, Mastering Number Project and ready to progress criteria.	8 & 11
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.	1,2,5 & 6-10
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 and build vocabulary. (Diminishing gaps Alex Quigley). Hjetland et al (2017) 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.	1,2,3, & 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. See PP intervention Grids.	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.	2,5,6, 7 & 8
Delivery of maths objectives/ Numbers Count intervention principles identified from gaps analysis during pupil progress reviews.	Numbers count and First Class @ Number White Rose- ready to progress criteria adopted RE Gap analysis.	9& 11
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.	2,6 & 11

Pastoral team formed to support high quality provision for disadvantaged children. Nurture group work based on emotion coaching and thrive delivered.	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).	1,2,5 & 6-10
Full time SENDCo recruited to lead on early diagnosis, intervention mapping and provision monitoring.	Supporting Send Report. Gov.Uk May 2021 SEND Code of Practice.	1,2,4& 11
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.	EEF research suggests that providing before school breakfast club provision can impact positively on KS1 pupil's attainment (+2 months)	3,4&6
Extra-curricular activities and trips facilitated to enrich children's life experiences and improve well-being and the self-regulation of emotions.	Trips and curriculum enrichment support social and emotional development. Ensure access for all pupils to allow cultural knowledge to be enhanced.	1& 11
Parent representative group held weekly, led by school staff to engage families positively in school	Gov.uk Ethnicity facts and figures 2019. Recommendations from Traveller Movement Report.	2,3,4,6 & 11

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 2021 to 2022 academic year.

Objective	Evaluation
<p>Following poverty and continued economic instability, 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>Poverty and social deprivation has necessitated continued high levels of family support. 3 members of staff have been involved in Child Protection, links to external services and food voucher distribution.</p> <p>18 refugees settled into the school and country.</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>30 children have had ongoing access to food banks and uniform through Academic Year.</p> <p>12 families (25 children) are undergoing different layers of social care involvement. Attendance at Social Care Meetings including Strategy Meetings is high profile and heavily impacts pastoral resources.</p> <p>2 children are currently LAC. 2 pupils have been supported to settle into Long-term foster care out of LA.</p> <p>67 children supported by Christmas present donations.</p> <p>3 families have been supported to access Early Help assistance for finances.</p> <p>Referrals to HI, CAMHS & SALT are now being done by SEN HLTA as part of new SEN role in school.</p>

<p>Whole school Attendance supports pupil progress.</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>Pastoral Meeting held routinely to discuss pupils needs/barriers holistically. Full time attendance officer in place. Daily visits conducted with the DSL, incentives wide ranging promoted to support full attendance. Sanctions imposed too, which have held little impact due to families having extended holidays with their families overseas.</p> <p>Whole school attendance until xxxx was .</p> <p>2 outstanding CMEs</p> <p>Number of late marks currently stands at 2.0%.</p> <p><u>Future actions</u></p> <p>New DSL & SENDCO to attend Pastoral Meetings. Sanctions Imposed, rewards distributed and coordinated with the support of LA and Rotherham Best Practice Hub to improve attendance levels.</p> <p>Daily safe and well checks need to be formalised with a leaflet to explain attendance expectations and follow up notifications.</p> <p>Targets made and incentives personalised with Y5 & Y6 pupils to prevent pupils going into the vulnerable PA category.</p>
<p>Support children to make good progress to narrow the gap, 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>Family phonic workshops held.</p> <p>Sibling Readers introduced.</p> <p>Mobile School Library initiated to ensure maximum participation in reading for pleasure.</p> <p>Pupil Progress Meetings held routinely.</p> <p>Transition Meetings held to support PP children.</p> <p>Moderation Meetings held for RWM.</p> <p>English Hub Assessments shows exceptional progress for FS2 & Y1 pupils.</p>

All pupils progress academic year 21/22

(Expected progress is 3.0 steps)

	Maths	Reading	Writing
Y1	1.87	5.47	5
Y2	4.2	5.75	3.75
Y3	3.32	4.5	3.85
Y4	3.97	4.02	3.86
Y5	3.18	3.39	2.24
Y6	3.87	3.2	3.09

Pupil premium pupils progress academic year 21/22

(Expected progress is 3.0 steps)

	Maths	Reading	Writing
Y1	12.43	4.93	5.72
Y2	4.16	5.56	3.77
Y3	3.4	4.5	3.61
Y4	4.25	4.03	4.04
Y5	3.05	3.32	2.4
Y6	3.47	2.9	3.06

All pupils progress from September '22 starting point

(Expected progress from September to date is 1.0 step)

	Maths	Reading	Writing
Y1	Not comparable due to change of curriculum		
Y2	0.59	0.95	0.92
Y3	2.84	2.39	1.81
Y4	1.52	0.98	1
Y5	1.43	0.55	0.84
Y6	0.8	0.86	0.73

Pupil Premium pupils progress from September '22 starting point

(Expected progress from September to date is 1.0 step)

	Maths	Reading	Writing
Y1	Not comparable due to change of curriculum		
Y2	0.56	0.68	0.68
Y3	2.04	2.09	1.91
Y4	1.41	0.94	0.87
Y5	1.28	0.47	0.64
Y6	0.67	0.82	0.6

GLD – Published Data

Subject	all	disadvantaged
GLD	30% (9/30)	33% (7/21)

Y1 Phonics – Published Data

Subject	all	disadvantaged
Phonics Screen	52% (13/25)	58% (10/17)

Y2 SATS

Subject	all	disadvantaged
Reading	22% (4/18)	21% (3/14)
Writing	22% (4/18)	21% (3/14)
Maths	44% (8/18)	50% (7/14)

Y6 SATS – Published Data

Subject	all	disadvantaged
Reading	35% (9/25)	41% (7/17)
Writing	35% (9/25)	47% (8/17)
Maths	38% (10/25)	35% (6/17)
Combined	42% (11/25)	29% (5/17)

	<p><u>Future Actions</u></p> <p>Pupil Premium Leader in place to strategise and organise provision to secure the best outcomes for pupils.</p> <p>Interventions continue based on the outcomes of Pastoral Meetings and following Pupil Progress Meetings to be held.</p> <p>Sibling Readers to be introduced.</p> <p>Mobile School Library initiated to ensure maximum participation in reading for pleasure.</p> <p>Reading prosody and shared reading practices rolled out across phases and continued as an intervention.</p> <p>Continued small group teaching required for pupils new to school, new to English and to support</p> <p>Enhanced Maths Interventions run by additional adults.</p> <p>School Led tutoring groups targeted from pastoral meeting and PP Meetings.</p>
<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>Staff training and monitoring has been delivered by leader. Assessments have been done for RWI and appropriate groupings initiated.</p> <p>All of the children's reading stock centred on decodable books.</p> <p>Oxford Owl purchased and used across all phases and in Breakfast provision.</p> <p>1:1 Catch up interventions held in afternoons.</p> <p>Assessments shows exceptional progress for FS2 & Y1 pupils.</p> <p>Y1 phonics 52%</p> <p>Y2 phonics 58%</p>

	<p>These scores exceed projections made by the reading leader.</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 continued. External Training sourced for newest updates and to share best practices.</p> <p>Interventions for next half term will be put in place by leader.</p> <p>Oxford Owl purchased and used across all phases and in Breakfast provision.</p> <p>3x weekly Homework Club facilitated for Reading, Writing and Maths gap diminishing.</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>Summer school ran for length of Summer Holiday.</p> <p>Family Breakfast club is available alongside classroom-based provision and provided for all children in school. 100% pupils accessed healthy food to start their school day.</p> <p>30 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>Every year group has experienced 1 trip per term.</p> <p>See Competition grid for evidence of pupil's participation at sporting events across all phases.</p> <p><u>Future Actions</u></p>

	<p>Continue the Fruit and Veg distribution which has been provided for families through term time and holiday time.</p> <p>The sustainability plan is in place to support the continuation of Magic Breakfast provision and to replace Government free fruit initiative.</p> <p>HLTA recruited to lead on the extra curriculum.</p> <p>School Games Award to be bid for.</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>Summer School held with 40 families benefitting from the scheme.</p> <p>6 Enhanced Subject Led days have been held in school to promote creativity, participation and socialisation.</p> <p>World Dance Festival, Gym Show, Maths/Art day, Diwali Day, World Book Day, DT days, Eid Celebrations, Science Day, Safer Internet Day, Love of Reading day & Mental health awareness workshops held.</p> <p><u>Future actions</u></p> <p>Weekly parent conversation group initiated to promote positive cultural identity and harmony.</p> <p>Staff member deployed to lead the continuation and extension of Summer school which will be held again to improve pupils’ life chances and increase cultural capital. See brochure for individual days.</p> <p>.</p>

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.