



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 over the three-year plan 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	195
Proportion (%) of pupil premium eligible pupils	125 pupils 64%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2027
Date this statement was published	1.1.25
Date on which it will be reviewed	1.1.26
Statement authorised by	Kirsty Beresford
Pupil premium lead	Rebecca Emmonds-Faulkner
Governor / Trustee lead	Ray Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	192,402
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	192,402

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, excellent attendance 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 an accelerated pace. We strive to involve parents in their child's education; this includes educating families about the benefits of attending school every day and encouraging families to support this stance.

Teaching, Targeted & Wider Objectives

Improve and consolidate attainment outcomes between disadvantaged pupils and other pupils.

Improve and consolidate the rate of progress for disadvantaged children.

To provide a high ratio of teaching and additional staff to ensure all pupils receive quality first teaching.

Establish high quality interventions for all pupils.

Increase opportunities for pupils to access breakfast clubs, school trips, events and extracurricular provision.

To support all children's wellbeing to enable them to access learning appropriately.

We aim to do this through:

Ensuring that quality first teaching and learning opportunities meet the needs of all pupils.

Ensure that appropriate provision is secured for all pupils.

Provide quality time for staff to plan, assess, review provision, learning opportunities and pupil progress.

Provide high quality CPD and Peer coaching (Instructional coaching)

Provide designated Staff to complete Pastoral duties and ensure positive pupil wellbeing such as The Attendance Officer and Safeguarding Support Officer

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. Predominantly EAL catchment.
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, mobility and resettling in a new country. See deprivation Indices. The school catchment area is the 10 th most deprived area in the country.
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
7a	Insecure application of phonics, i.e. fluency within reading across all phases hinders pupil's ability to read with greater independence.
7b	Foundational skills impacted by mobility and different starting points to school.
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 automaticity & fluency in key mathematical concepts impacts on overall mathematical ability for those who are disadvantaged
10	Insecure outcomes in writing and oracy prevent disadvantaged learners from communicating 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 25-26
Continue to improve attendance and punctuality and decrease persistent absence.	Attendance is raised towards national expectations – target met for 25-26(94%) Decrease the % of children

	who are vulnerable to PA status. (Below 10%)
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 across all foundation skills to include oracy, writing and reading.	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: £ £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	<p>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.</p> <ul style="list-style-type: none"> • EEF/Sutton Trust Teaching & Learning Toolkit – Reducing class sizes (+2) / Small Group Tuition (+3) / Teaching Assistant Interventions (+3) <p>Blatchford & Hattie (2020) Rethinking Class Sizes: 'At primary level it was the low- and middle-attaining pupils who showed most off-task behaviour in larger classes'</p>	1,2,5 & 6-10
Continue to develop high quality first teaching focused on knowledge recall, language development, feedback and metacognition. Ensure SEND provision meets the '5' a day principle.	<p>Quality first teaching for all EEF toolkit feedback +8, mastery +5, metacognition +7 See: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</p>	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 Instructional coaching, Phonics SLE coaching and peer observations	<p>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</p> <p>https://r.search.yahoo.com/_ylt=AwrkOTFi9hZpVyYdT113Bwx.;_ylu=Y29sbwMEcG9zAzMEdnRpZA-MEc2VjA3Ny/RV=2/RE=1763141346/RO=10/RU=https%3a%2f%2fwww.britishcouncil.org%2fsites%2fdefault%2ffiles%2finstructional_coaching_why_it_matters_and_how_to_make_it_matter.pdf/RK=2/RS=H7JrOCtdYoUoC_J.LY9BF0b6zY-</p>	1,2,5 & 6-10

	<p>Education Policy Institute, London (2020).</p> <p>Key findings:</p> <ul style="list-style-type: none"> • High-quality CPD for teachers has a significant effect on pupils' learning outcomes. • quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. <p>DFE Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report (2015)</p> <p>7 building blocks for success: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p>	
CPD and QA cycle of improvement used to promote vocabulary widening and application addressed through the use of quality texts and SLT supported planning.	<p>Enabling pupils to use and build vocabulary. (Diminishing gaps Alex Quigley).</p> <p>Hjetland et al (2017) found that spoken vocabulary predicted children's later reading development. Vocabulary relates to reading comprehension, but impacts equally on curriculum areas that require specific word knowledge such as mathematics and science.</p>	1,2,3, & 6
Oracy Leader promotes the importance of planning speaking & listening opportunities across the curriculum- See Voice 21 Project membership.	<p>Oracy Framework Introduced.</p> <p>3 types of talk explored.</p> <p>Discussion guidelines & listening ladders incorporated into sessions. Oracy outcomes and activities planned for across the curriculum. See Curriculum Review November 2025</p>	1 & 10
Maths leader to promote developing fluency in arithmetic across all year groups.	<p>School priority. Maths Hub, Mastering Number Project, number sense times tables programme and ready to progress criteria.</p> <p>See report: https://www.ncetm.org.uk/media/t2sd3kep/maths-hubs-annual-report-2023.pdf</p>	8 & 11

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Initiated Voice 21 3- year Oracy Project.	The Curriculum and Assessment Review- "We recommend that the Government introduces an oracy framework to support practice and to	10 & 1

	<p>complement the existing frameworks for Reading and Writing”.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Purchased annual consultancy for the Read, Write, Inc development.</p>	<p>Fidelity to a phonics programme is essential for pupil progress and builds the foundations for reading.</p> <p>See report: https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf</p>	7a
<p>RWI scheme purchased and adopted for spelling & handwriting</p>	<p>Foundational skills and knowledge developed across all key stages through adoption and fidelity to Spelling & Handwriting schemes.</p> <p>chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://senco.oldham.gov.uk/wp-content/uploads/2024/12/Strong-foundations-in-the-first-years-of-school-GOV.UK-pdf.pdf</p>	7b
<p>Leaders released to implement TRG around improving fluency, arithmetic and multiplication.</p>	<p>EEF 'Using Pupil Premium Effectively' https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>CPD for Quality First Teaching / mentoring and coaching support – see research findings of John Dunford 'using the pupil premium effectively: an evidence based approach to closing the gap'.</p> <p>See nrich article: https://nrich.maths.org/10624</p>	9
<p>Deliver daily interventions to improve reading/writing ability and outcomes across school. See PP intervention Grids.</p>	<p>Follow external expert advice based on research from Ruth Miskin RWI Programme.</p> <p>The EEF recognises the impact of running high quality structured interventions – Improving Literacy 2020 and Improving Literacy in KS2 2017.</p>	2,5,6, 7 & 8

	<p>Provision of QFT and effective, targeted challenge for children identified as needing additional support – see https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>EEF 'Using Pupil Premium Effectively': Diagnose, use evidence implement, monitor & evaluate.</p> <p>The Pupil Premium, Ofsted 2012, www.ofsted.gov.uk/resources/120197</p> <p>10 Top 'Gap Busters': Data tracking that identifies the gaps; High profile of pupils eligible for free school meals; Effective teaching and learning – all staff recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on day-to-day basis.</p> <p>John Dunford (ASCL, 2015) 10 point plan for maximum impact Pupil Premium students</p>	
<p>Delivery of ready to progress criteria: number sense programme, Mastering number project.</p>	<p>Numbers count and First Class @ Number</p> <p>White Rose- ready to progress criteria adopted RE Gap analysis.</p> <p>See evidence: https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report</p>	9 & 11

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

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fulltime Attendance Officer, Safeguarding Support Team to make daily home visits, monitor data, support parents in establishing routines or healthcare</p>	<p>Regular school absence impacts upon attainment.</p> <p>See evidence: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>https://educationhub.blog.gov.uk/2025/08/why-school-attendance-matters-and-what-were-doing-to-improve-it/</p>	2,6 & 11

advice, adopt rewards/sanctions linked to safeguarding principles.		
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 leads on early diagnosis, intervention mapping and provision monitoring.	Supporting Send Report. Gov.Uk May 2021 SEND Code of Practice. See: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://www.gov.uk/government/publications/supporting-send/supporting-send	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) See report: https://www.magicbreakfast.com/news/national-school-breakfast-programme-impact-report	3,4&6
Extra-curricular activities, extended schools opening, trips	Trips and curriculum enrichment support social and emotional development. Ensure access for all pupils to allow cultural knowledge to be enhanced. See report: https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf	1 & 11

<p>and summer school facilitated to enrich children's life experiences and improve well-being and the self-regulation of emotions.</p>		
<p>Parent forum group held routinely, led by school staff to engage families positively in school</p>	<p>Gov.uk Ethnicity facts and figures 2019. Recommendations from Traveller Movement Report. See: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement See journal article: Epstein J (1996) Caring for the children we share See article: https://www.leedsforlearning.co.uk/Article/143617</p>	<p>2,3,4, 6 & 11</p>

Total budgeted cost: £192,000

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 2024 to 2025 academic year.

Intended outcome	Evaluation												
Diminish the difference between advantaged and socially disadvantaged children, in reading, writing and maths.	<p>Published Data</p> <table border="1" data-bbox="494 660 1260 884"> <thead> <tr> <th colspan="4" data-bbox="494 660 1260 728">FS2 GLD</th> </tr> <tr> <th colspan="2" data-bbox="494 728 877 806">Pupil Premium</th> <th colspan="2" data-bbox="877 728 1260 806">Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td data-bbox="494 806 638 884">5/23</td> <td data-bbox="638 806 877 884">21%</td> <td data-bbox="877 806 1021 884">0/23</td> <td data-bbox="1021 806 1260 884">0%</td> </tr> </tbody> </table>	FS2 GLD				Pupil Premium		Non-Pupil Premium		5/23	21%	0/23	0%
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Improve the rate of progress for eligible children.	<p>Phonics Screen</p> <table border="1" data-bbox="494 1041 1260 1265"> <thead> <tr> <th colspan="4" data-bbox="494 1041 1260 1108">Y1 Phonics Screen</th> </tr> <tr> <th colspan="2" data-bbox="494 1108 877 1187">Pupil Premium</th> <th colspan="2" data-bbox="877 1108 1260 1187">Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td data-bbox="494 1187 638 1265">6/27</td> <td data-bbox="638 1187 877 1265">22%</td> <td data-bbox="877 1187 1021 1265">4/27</td> <td data-bbox="1021 1187 1260 1265">15%</td> </tr> </tbody> </table>	Y1 Phonics Screen				Pupil Premium		Non-Pupil Premium		6/27	22%	4/27	15%
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	<table border="1" data-bbox="494 1355 1260 1579"> <thead> <tr> <th colspan="4" data-bbox="494 1355 1260 1422">Y2 Phonics Screen</th> </tr> <tr> <th colspan="2" data-bbox="494 1422 877 1500">Pupil Premium</th> <th colspan="2" data-bbox="877 1422 1260 1500">Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td data-bbox="494 1500 638 1579">10/26</td> <td data-bbox="638 1500 877 1579">38%</td> <td data-bbox="877 1500 1021 1579">7/26</td> <td data-bbox="1021 1500 1260 1579">27%</td> </tr> </tbody> </table>	Y2 Phonics Screen				Pupil Premium		Non-Pupil Premium		10/26	38%	7/26	27%
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	<table border="1" data-bbox="494 1668 1260 1892"> <thead> <tr> <th colspan="4" data-bbox="494 1668 1260 1736">Y4 Multiplication Check > 20</th> </tr> <tr> <th colspan="2" data-bbox="494 1736 877 1814">Pupil Premium</th> <th colspan="2" data-bbox="877 1736 1260 1814">Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td data-bbox="494 1814 638 1892">5/26</td> <td data-bbox="638 1814 877 1892">19%</td> <td data-bbox="877 1814 1021 1892">4/26</td> <td data-bbox="1021 1814 1260 1892">15%</td> </tr> </tbody> </table>	Y4 Multiplication Check > 20				Pupil Premium		Non-Pupil Premium		5/26	19%	4/26	15%
Y4 Multiplication Check > 20													
Pupil Premium		Non-Pupil Premium											
5/26	19%	4/26	15%										

KS2 SATs

	Disadvantaged Expected standard or above	Non-Disadvantaged Expected standard or above
EGPS	12% 3/25	20% 5/25
Reading	20% 5/25	24% 6/25
Writing	12% 3/25	16% 4/25
Maths	20% 5/25	24% 6/25
Combined	12% 3/25	16% 4/25

Pupil Premium Leader has strategised and organised provision to secure the best outcomes for pupils.

Interventions continued based on the outcomes of Pastoral Meetings and following Pupil Progress Meetings to be held.

RWI leader released from Timetable to support new Staff and support the efficient assessment and grouping of pupils to promote progress.

Small group Teaching continued. External Training sourced for newest updates and to share best practices.

Oxford Owl purchased alongside RWI spelling scheme and used across all phases.

Library stock increased to maintain decodable book stocks.

Sibling Readers introduced.

New School Library (Libraries for schools) initiated to ensure maximum participation in reading for pleasure.

Reading prosody and shared reading practices rolled out across phases and run as an intervention.

Continued small group teaching implemented

Enhanced Maths Interventions run by additional adults.

Future Actions

Follow RWI Development Days Programme as directed by consultant.

Purchase new RWI Handwriting and spelling scheme.

Sensory Circuits to be continued to be adopted and sustained for pupils as identified.

Emotion Coaching sustained and delivered to pupils.

Nurture sessions facilitated for pupils

Zones of regulation continued

Ready to progress (RTP) criteria used as intervention for pupils working below ARE.

Number Sense Programme delivered.

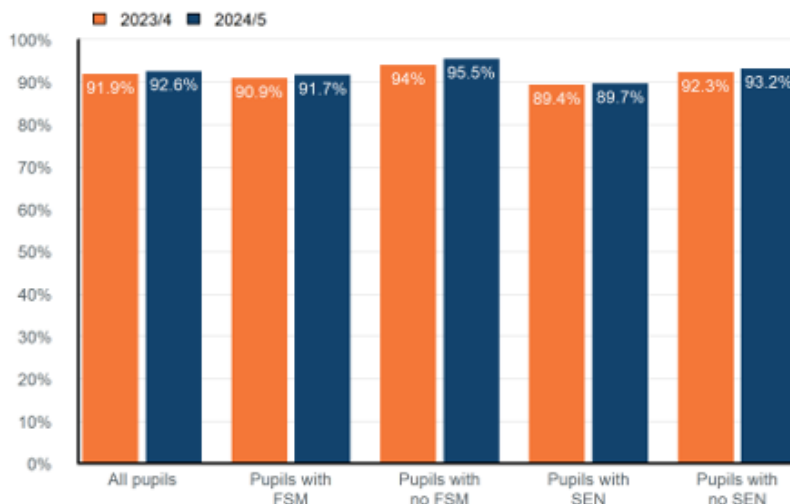
New staff trained to deliver RTP criteria.

Y6 SATS booster groups set up.

Continue to improve attendance and punctuality and decrease persistent absence.

Previous academic year comparison

Figure 3: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to last year. Results are for pupils in years 1 to 6 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.



Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025, compared to the same period last year.

Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	91.9%	92.6%
Pupils with free school meals (FSM)	90.9%	91.7%
Pupils with no FSM	94%	95.5%
Pupils with special educational needs (SEN) support	89.4%	89.7%

Attendance was comparable to the national average in July 2025. (Better than LA average for 24/25)

SENDSCO leads Pastoral Meetings. Sanctions Imposed, rewards distributed and coordinated with the support of LA and Rotherham Best Practice Hub to improve attendance levels.

Full time Attendance Leader enables a daily robust approach to securing attendance for disadvantaged pupils. Actions by the Pastoral Team ensure safe and well checks are formalised with a home visit form.

Robust data collection analysis is formulated using separate Attendance incidents/logs including home visits as per C poms entries from January 1st to November 12th, 2025 – 286 were completed 24/25 to support 64% of Disadvantaged pupils.

	<p>The Pastoral Team is currently monitoring 118 pupils to ensure the highest standards of attendance.</p> <p>Targets made and incentives personalised with relevant pupils to prevent pupils going into the vulnerable PA category.</p> <p>2 leaders have release time and management responsibilities to improve attendance across all Phases.</p> <p>Future Actions</p> <p>Targets made and incentives personalised with pupils to prevent pupils going into the vulnerable PA category.</p> <p>Hub Meetings attended to work on best practice examples.</p> <p>Leaflet to explain attendance, expectations and follow up notifications.</p> <p>Calendar of attendance Strategy initiated by SLT.</p>
<p>Improve language acquisition and widen pupils' vocabulary.</p>	<p>Implementation of Tiered vocabulary initiative introduced following CPD and Voice 21 Programme.</p> <p>Learning journeys have been embedded in English lessons to apply new vocabulary.</p> <p>Implementation of vocabulary progression documents in the wider curriculum.</p> <p>FS and Y1 have embedded the initiative of 'Viktor Vocab' in all lessons.</p> <p>Tiny Talkers intervention delivered daily to pupils to improve oracy in the Early Years.</p> <p>Future Actions</p> <p>Monitor Voice 21 action plan. Arrange visits to local school who have embedded this initiative.</p> <p>Monitor the implementation of Tiered vocabulary initiative introduced following CPD.</p> <p>Purchase library books linked to recommended reads to stock Library and classroom reading corners.</p>

	<p>Create reading challenge cards to widen opportunities at home.</p> <p>Working walls used to maximise opportunities for applied new vocabulary in English, Maths and Science.</p>
<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 have 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>9 refugees settled into the school and country.</p> <p>Breakfast Club attended by families each day. 4 members of staff paid to support increasing numbers of pupils. 70 + pupils attend each day.</p> <p>50 children have accessed support for Food distribution alongside Voucher implementation.</p> <p>40 children have had ongoing access to food banks and uniform through Academic Year.</p> <p>10 families (18 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>3 children are currently LAC.</p> <p>30 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, VI Service, CAMHS, 'With me in mind'- Mental health support & SALT are now being done by SENDCO</p>
<p>Through breakfast and healthy snack provision:</p> <p>Ensure the basic needs of our children</p>	<p>Summer school ran for length of Summer & Easter Holiday. & 60 pupils attended.</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>

are met so that they can access learning.

Fruit and veg has been provided for families through term time.
 Every year group has experienced 1 trip per term.
 See Competition grid for evidence of pupil's participation at sporting events across all phases.

Future Actions

Continue the Fruit and Veg distribution which has been provided for families through term time and holiday time.

The sustainability plan is in place to support the continuation of Magic Breakfast provision and to replace Government free fruit initiative.

Enable children to have high self-esteem and self-confidence

Enable children to access school provision in its widest sense e.g., creative and sporting activities and to socialise.

Involve parents in supporting their children's learning

HT	School	Activity	Attendance	Number of SEND Children	Number of PP Children
1	Eastwood Village	Football	20	3	11
1	Eastwood Village	Boxing	19	3	11
1	Eastwood Village	Streetdance	22	0	13
2	Eastwood Village	Gymnastic	17	1	7
2	Eastwood Village	Cheerleading	18	1	13
2	Eastwood Village	Boxing	28	4	17
3	Eastwood Village	Nerf Wars	17	0	10
3	Eastwood Village	Boxing	19	3	12
3	Eastwood Village	Circus Skills	20	2	9
4	Eastwood Village	Boxing	19	4	16
4	Eastwood Village	Karate	17	1	9
4	Eastwood Village	Archery	17	0	9
5	Eastwood Village	Disney Dance	17	5	7
5	Eastwood Village	Science Club	12	1	7
6	Eastwood Village	Basketball	17	3	12
6	Eastwood Village	Art	8	2	7
TOTAL	N/A	N/A	287	33 (11.5%)	170 (60%)

Grid shows breadth of activities delivered and fully funded by the school.

	<p>Summer School held with 60 families benefitting from the scheme.</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, Big talk, Pantomime, Talent Show, European Day & Mental health awareness workshops held. See events page and News feed on school website.</p> <p>https://www.eastwoodvillageprimary.org/events/</p> <p>Pupil voice indicated that all children enjoyed attending school and engaging in learning. It was also evident that they valued participating in clubs and after school activities.</p> <p><u>Future actions</u></p> <p>Parent Forum held to promote positive cultural identity and harmony.</p> <p>Governor advocate role initiated to check disadvantaged provision and accountability.</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>Teacher given Parent Engagement role of responsibility by developing initiatives to communicate and celebrate pupils' achievements.</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
Oracy	Voice 21
Times tables interventions	Time tables Rockstar's
Number Sense Maths	Number Sense

Tiny Talkers Oracy	Tiny Talkers
Outstanding Science	Outstanding Science
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.