

Eastway Primary School Pupil Premium Strategy 2024-2027

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 in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	<i>Mrs Emily Morris</i> , Headteacher
Pupil premium lead	<i>Mr Shaun Haughey</i> , Deputy Headteacher
Governor lead	<i>Mr Colin Chatten</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,915
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£184,915

Part A: Pupil premium strategy plan

Statement of intent

At Eastway, we believe that no child should be disadvantaged and are ambitious for all of our pupils. Our intention is that all pupils make good progress from their starting points regardless of their background. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve individual success, including progress for those who are already high performers.

We consider the challenges faced by vulnerable pupils, such as those who have social care involvement, ACES and support from other agencies. The content of this strategy is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We recognise that the gap between our disadvantaged and non-disadvantaged pupils is increasing and this strategy has been written with this in mind to ensure attention is given to priority areas. This strategy is matched to the needs and barriers of the children and community of Eastway and is regularly reviewed to monitor the impact. We have identified specific barriers and have ensured that the funding is allocated specifically to address the needs of our disadvantaged pupils.

Our approach is designed to address both common challenges and individual needs, grounded in thorough diagnostic assessments. The strategies we have chosen work together to support pupils in reaching their full potential.

This strategy has been written to:

- Identify the needs of Pupil Premium children in our school, linked with any other vulnerabilities, and any barriers to their possible progress,
- Address the barriers through specific, realistic targets with appropriate timescales,
- Target funding so that these targets are beneficial to all children as well as Pupil Premium,
- Ensure that high quality teaching provides appropriate adaptations of support and challenge for disadvantaged pupils,
- Make use of research to inform our decisions and practice
- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges,
- Provide appropriate training opportunities to teaching and support staff,

- Continuously monitor progress against our set objectives,
- Significantly diminish the gap between our disadvantaged and non-disadvantaged pupils.
- Ensure our Mission Statement of Bringing Learning to Life provides the very best opportunities for all our pupils

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better across all areas of the school,
- Making considerations to class sizes in key year groups to improve opportunities for effective teaching and accelerating progress,
- Ensuring additional support staff have clear roles and provide small group work focussed on overcoming gaps in learning,
- Ensuring additional teaching and learning opportunities provided,
- Ensuring the aims of the strategy are to support pupils in making accelerated progress,
- Ensuring pupil premium resources are to be used to target higher attaining children,
- Providing additional learning support,
- Supporting payment for activities, educational visits and residential visits.

Challenges

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

Challenge number	Detail of challenge
1	<p>Through discussions with pupils across school (Y1-Y6), it is evident that many of our pupils, particularly our disadvantaged, have underdeveloped oral language skills and vocabulary gaps which hinder their ability to learn.</p> <p>Our baseline data for EYFS also indicates a language deficit for the majority of children.</p> <p>There is a lack of access to high quality texts and language outside of school.</p>
2	<p>Assessment in KS2 suggests disadvantaged pupils generally have greater difficulties with reading than their peers. Less achieve the expected standard and for some the progress in reading is slower.</p>

	<p>Previous work to address this in EYFS and KS1 has had an impact, however the gap widens as pupils move through the school.</p> <p>Reading: End of KS2 school disadvantaged data (37%), local data (58%) and national data (62%).</p>																																				
3	Some pupils at Eastway have limited experiences outside of school which impacts on their overall understanding of the world we live in. Only 62% of our school population have access to a vehicle in their household and there is a lack of clubs and activities in our local community.																																				
4	Families engage well with school and attend particular events throughout the year, however, this engagement is often limited when supporting the children's academic success. Many pupils lack regular and consistent support at home which directly impacts on their opportunities to embed new learning, further deepen knowledge, practice key skills and develop intellectual curiosity																																				
5	Many families and pupils experience specific social, emotional and mental health which impacts on their ability to effectively engage with school and readiness for learning.																																				
6	Many of our families and pupils have additional vulnerabilities which impacts on their readiness to learn and access to the full and wider curriculum																																				
7	<p>Attendance data over the last two years indicate that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils. However, our attendance for disadvantaged pupils is higher than the national average and our gap is continuing to narrow. We are committed to continuing this work.</p> <table border="1"> <thead> <tr> <th colspan="2">2023</th> <th colspan="2">2022</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>93.6%</td> <td>School</td> <td>92.4%</td> </tr> <tr> <td>FFT National</td> <td>91.8%</td> <td>FFT National</td> <td>91.3%</td> </tr> <tr> <td>Difference</td> <td>+1.9%</td> <td>Difference</td> <td>+1.2%</td> </tr> <tr> <td></td> <td style="text-align: center;">All</td> <td></td> <td style="text-align: center;">All</td> </tr> <tr> <td>School</td> <td>95.7%</td> <td>School</td> <td>95.6%</td> </tr> <tr> <td>FFT National</td> <td>95.2%</td> <td>FFT National</td> <td>94.7%</td> </tr> <tr> <td>Difference</td> <td>+0.5%</td> <td>Difference</td> <td>+0.9%</td> </tr> <tr> <td colspan="2">Difference between DA and NDA (2.1%)</td> <td colspan="2">Difference between DA and NDA (3.2%)</td> </tr> </tbody> </table>	2023		2022		School	93.6%	School	92.4%	FFT National	91.8%	FFT National	91.3%	Difference	+1.9%	Difference	+1.2%		All		All	School	95.7%	School	95.6%	FFT National	95.2%	FFT National	94.7%	Difference	+0.5%	Difference	+0.9%	Difference between DA and NDA (2.1%)		Difference between DA and NDA (3.2%)	
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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
1 Improved oral language skills and vocabulary	School will use assessments, discussions and observations to indicate significantly improved oral language among disadvantaged pupils.

<p>among disadvantaged pupils.</p>	<p>This will also be evident when triangulated with other sources of evidence, including engagement in lessons, book monitoring and ongoing formative assessment.</p> <p>Taken from 'Telling the Story: The English Education Subject Report – March 2024: 'The curriculum should provide opportunities for pupils to practise, refine and apply their spoken language knowledge and skills. Pupils' study of spoken language should become more formalised over time, including using appropriate grammar and register for different audiences and purposes'.</p> <p>The report also highlights the following: 'In all schools, the curriculum for spoken language is considered in far less detail than the curriculum for reading and writing. It is viewed as a pedagogy rather than also being an object of study in itself'.</p> <p>More information and an effective case study can be found on the website: https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report#part-a-english-in-primary-schools.</p>
<p>2 Improved reading attainment among disadvantaged pupils at KS2.</p>	<p>KS2 reading outcomes in 2026/27 will indicate an increase in the amount of disadvantaged pupils achieving the expected standard.</p> <p>In 2024, 37% of our disadvantaged pupils met the expected standard and 4% met the higher standard.</p> <p>Those DAP currently in KS1, for whom the gap has closed, will continued to be carefully tracked and monitored to ensure strong progress.</p>
<p>3 Improved understanding of the world we live in and an increased number of pupils taking part in extracurricular clubs.</p>	<p>School will ensure children have opportunities beyond school to experience the local area and gain a deeper awareness of the world we live in.</p> <p>Children will develop a deep and wide cultural capital and have a chance to develop their talents and interests outside of the classroom.</p> <p>School will provide additional enrichments, clubs and activities including visits and visitors to ensure children have experiences that support the curriculum tagline of, 'Bringing Learning to Life'.</p>
<p>4 Improved engagement and support from families.</p>	<p>School will welcome families in for specific training sessions, showcase learning opportunities and family fun events.</p> <p>Regular updates will be provided and opportunities for families to come into school regarding home learning – Eastway Encyclopaedia.</p> <p>Families will feel confident in supporting their child at home with their learning</p> <p>Children and families will be motivated to learn more together</p>

	<p>Staff will share specific examples and guidance to families of how they can embed learning, deepen knowledge and provide opportunities to practice and reinforce what has been learnt in the classroom.</p>
<p>5. Improved mental health and wellbeing.</p>	<p>School will observe improved levels of wellbeing by 2026/27 which will be evident through conversations with our school community. This will be conducted through pupil voice, parent rep meetings and observations.</p> <p>There will also be a significant increase in pupils participating in enrichment activities.</p> <p>School will have fewer incidents logged on our reporting system within the SEMH category.</p> <p>Staff will be well trained and knowledgeable in supporting SEMH needs</p> <p>School will provide mental health and wellbeing support to families so in turn they can support their children</p> <p>Pupils make strong progress through the SEMH interventions delivered</p>
<p>6. Improved readiness to learn.</p>	<p>School will observe pupils readiness to learn improve through learning walks and observations. There will be fewer low level incidents impacting on readiness to learn in UKS2</p> <p>Pupils display high levels of engagement in lessons and are motivated to learn.</p> <p>Staff are confident to promote and directly teach effective learning behaviours</p>
<p>7. Improved attendance. The gap between disadvantaged pupils and non-disadvantaged pupils will diminish.</p>	<p>The overall absence rate will be less than 5% for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers will be less than 2%.</p> <p>The percentage of all pupils who are persistently absent from school will be below 14% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £94,140.43

Activity	Evidence that supports this approach	Challenge number(s) addressed								
<p>Head of School to work with groups of Y6 pupils 4 morning per week to provide targeted support.</p> <p>Hourly Rate = £58.35 x 3 = £174</p> <p>£174 x 4 = £696</p> <p>£696 x 38 = £26,448.00</p> <p>Total = £26,448</p>	<p>Our Head of School will work with small groups in Y6 to provide bespoke support for them in reading, maths and GPaS.</p> <p>The impact of these sessions will result in pupils accessing more of the teachers' time through Quality First Teaching.</p> <p>The small group sessions will enable appropriate support and challenge which will increase pupils self -motivation to reach higher standards.</p> <table border="1" data-bbox="655 837 1193 1093"> <thead> <tr> <th>Evidence Base</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>EEF Small group tuition</td> <td>+ 4 Months</td> </tr> <tr> <td>EEF Collaborative Learning</td> <td>+ 5 Months</td> </tr> <tr> <td>EEF Feedback</td> <td>+ 7 Months</td> </tr> </tbody> </table> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	Evidence Base	Impact	EEF Small group tuition	+ 4 Months	EEF Collaborative Learning	+ 5 Months	EEF Feedback	+ 7 Months	<p>1, 2 & 5</p>
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<p>Experienced teachers working with small groups in UKS2.</p> <p>£34.47 x 3 = £103.41</p> <p>£103.41 x 4 = £413.64</p> <p>£517.05 x 38 = £15,718.32</p> <p>£34.47 x 3 = £103.41</p> <p>£103.41 x 3 = £310.23</p> <p>£517.05 x 38 = £11,788.74</p> <p>Total = £27,507.06</p>	<p>Two of our experienced teachers deliver small group sessions to improve reading and maths in UKS2.</p> <table border="1" data-bbox="655 1373 1193 1628"> <thead> <tr> <th>Evidence Base</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>EEF Small group tuition</td> <td>+ 4 Months</td> </tr> <tr> <td>EEF Collaborative Learning</td> <td>+ 5 Months</td> </tr> <tr> <td>EEF Feedback</td> <td>+ 7 Months</td> </tr> </tbody> </table> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	Evidence Base	Impact	EEF Small group tuition	+ 4 Months	EEF Collaborative Learning	+ 5 Months	EEF Feedback	+ 7 Months	<p>1, 2 & 5</p>
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<p>Academic Mentor appointed to work with small groups across the school particularly in building fluency from KS1- KS2.</p> <p>£111.44 x 5 = £557.20</p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p>	<p>1, 2, 5 & 6</p>								

<p>£557.20 x 38 = £21,173.60</p> <p>Total = £21,173.60</p>	<p>Reading Fluency Programme Fast Track Tutoring KS2 Phonics Programme Fresh Start</p> <table border="1" data-bbox="655 264 1193 392"> <thead> <tr> <th><u>Evidence Base</u></th> <th><u>Impact</u></th> </tr> </thead> <tbody> <tr> <td>EEF Small group tuition</td> <td>+ 4 Months</td> </tr> </tbody> </table> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<u>Evidence Base</u>	<u>Impact</u>	EEF Small group tuition	+ 4 Months					
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<p>Ensuring that the teaching and delivery of phonics and early reading continues to be a high priority.</p> <p>£38.80 hourly rate.</p> <p>5 hours = £194</p> <p>£194 x 38 = £7,372.00</p> <p>Plus release time throughout the year x 5 days working with external consultants.</p> <p>£251.71 x 5 = £1,258.55</p> <p>Total = £8630.55</p>	<p>Our English leader is released daily to coach staff with their delivery of phonics and ensure any concerns are addressed in the moment through team teaching and coaching.</p> <p>The English leader provides coaching and development opportunities throughout the term to improve their understanding of tutoring for RWInc. Release time on a daily basis for English leader to work with pupils and staff – offering development opportunities through coaching.</p> <p>Working with English Hub Read Write Inc Development Days</p> <table border="1" data-bbox="655 1057 1193 1518"> <thead> <tr> <th><u>Evidence Base</u></th> <th><u>Impact</u></th> </tr> </thead> <tbody> <tr> <td>National College for School Leaders</td> <td>The focus on teaching and learning within the coaching models employed within the schools involved in this research had its impact directly on the classroom in a way that it was felt that other forms of external CPD did not.</td> </tr> </tbody> </table> <p>https://assets.publishing.service.gov.uk/media/5a7e2fb440f0b62302689b7b/Creating-a_culture-of-coaching-upskilling-the-school-workforce-in-times-of-change-full-report.pdf</p> <table border="1" data-bbox="655 1742 1193 2042"> <thead> <tr> <th><u>Evidence Base</u></th> <th><u>Impact</u></th> </tr> </thead> <tbody> <tr> <td>Coaching for teaching and learning: a practical guide for schools.</td> <td>Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their</td> </tr> </tbody> </table>	<u>Evidence Base</u>	<u>Impact</u>	National College for School Leaders	The focus on teaching and learning within the coaching models employed within the schools involved in this research had its impact directly on the classroom in a way that it was felt that other forms of external CPD did not.	<u>Evidence Base</u>	<u>Impact</u>	Coaching for teaching and learning: a practical guide for schools.	Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their	<p>1 & 2</p>
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	work and its impact on learners. https://assets.publishing.service.gov.uk/media/5a7ee63ce5274a2e8ab48e7a/coaching-for-teaching-and-learning.pdf	
<p>Ensure that the quality of teaching is at a consistently high standard and teachers deliver through a clear research driven agreed pedagogical approach.</p> <p>£46.77 hourly (30 mins = £23.385)</p> <p>£23.385 x 38 = £888.63</p> <p>Subscription = £1,900</p> <p>Total = £2,788.63</p>	<p>Additional release time for teachers to engage in the WalkThru material led by assistant head teacher.</p> <p>We value continuous provisional development and ensure staff are trained well to deliver the curriculum in a way that best suits the needs of our learners.</p> <p>https://walkthrus.co.uk/</p> <p>Teacher release time to complete peer observations and sharing good practice beyond Eastway to further develop and improve.</p>	1, 2, 3, 4, 5 & 6
<p>Assessment is used effectively across school to track the progress of pupils and identify gaps that teachers can plan to address.</p> <p>£770 NTS Assessments</p> <p>£46.77 x 5 = £233.85</p> <p>Total = 1,003.85</p>	<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly. We assess our pupils in KS1 and KS2 termly using diagnostic assessments. The question level analysis tool provides staff with a clear understanding of the gaps and areas to focus on.</p>	1 & 2
<p>Additional release time for English leader to ensure a range of high quality texts are mapped out across our Eastway Reading Spine.</p> <p>£38.80 x 5 hours = £194</p> <p>£194 x 5 days = £970.00</p> <p>Total = £970.00</p>	<p>We know the importance of reading at Eastway. Pupils are exposed to a wealth of books throughout their time. Our English leader will work with subject leaders to map out age and stage appropriate books for pupils in our Reading Spine.</p>	1 & 2
<p>Subscription to TeachActive.</p> <p>Total = £1,050.00</p>	<p>Pupils have access to active lessons – Bringing Learning to Life. Teachers use the online portal to enhance their lessons and provide an active pedagogical approach to learning.</p> <p>https://www.teachactive.org/</p>	5 & 6
<p>Subscription to National College.</p> <p>Subscription = £1,456</p> <p>Release Time for Staff to Monitor and Coach = 14 x £34.47 = £482.58</p>	<p>Teachers will complete national college training throughout the year to improve and developing their understanding which will support them with delivering effective lessons to all pupils.</p>	1, 2, 5 & 6

<p>£482.58 x 3 = £1,447.74</p> <p>Total = £2,903.74</p>	<p>https://nationalcollege.com/</p> <p>https://evidencebased.education/great-teaching-toolkit-cpd/</p>	
<p>Subscription to Primary Quiz.</p> <p>Total = £495.00</p>	<p>Teachers will ensure pupils have the opportunity to retrieve facts from prior learning to support with their ability to retrieval information and ensure it transfers from their working memory into long term memory.</p> <p>https://www.primaryquiz.com/</p>	6
<p>UKS2 Teacher undertaking NPQLT.</p> <p>£234.08 x 5 = £1,170.40</p> <p>Total = £1,170.40</p>	<p>We recognise the importance developing staff has on ensuring high quality teaching and learning.</p> <p>The qualification is nationally recognised and supports staff in many ways:</p> <ul style="list-style-type: none"> - Ensuring staff make a contribution to a wide range of whole school activities. - Ensuring they are equipped with essential knowledge and understanding regarding operational and strategic leadership. - Providing an understanding of how to successfully implement changes to secure improved pupil outcomes. - Recognising the importance of having a secure evidence-base to underpin their strategic decision making. <p>https://www.bestpracticenet.co.uk/npgsl</p> <p>https://www.gov.uk/guidance/national-professional-qualification-npq-courses</p>	ALL

Targeted academic support

Budgeted cost: £56,360.65

Activity	Evidence that supports this approach	Challenge number(s) addressed						
<p>Teaching assistant to work with pupils each afternoon to deliver phonics tutoring – FTT – RWInc.</p> <p>£18.89 x 2 = £37.78 £37.78 x 5 = £188.90 £188.90 x 38 = £7,178.20 Total = £7,178.20</p>	<p>We understand the need to deliver intervention on a one to one basis to some of our pupils in order for them to receive the bespoke package of support they require.</p> <p>Teaching assistants receive dedicated, uninterrupted time once a week to meet with our English leader and discuss a particular focus that has been recognised from the teaching, delivery or assessment that week.</p> <table border="1" data-bbox="655 853 1193 1025"> <thead> <tr> <th data-bbox="655 853 927 898">Evidence Base</th> <th data-bbox="927 853 1193 898">Impact</th> </tr> </thead> <tbody> <tr> <td data-bbox="655 898 927 981">EEF One to One Tuition – Literacy</td> <td data-bbox="927 898 1193 981">+ 6 Months</td> </tr> <tr> <td data-bbox="655 981 927 1025">EEF Phonics</td> <td data-bbox="927 981 1193 1025">+ 5 Months</td> </tr> </tbody> </table> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	Evidence Base	Impact	EEF One to One Tuition – Literacy	+ 6 Months	EEF Phonics	+ 5 Months	1 & 2
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<p>Teaching Assistant to provide emotional support for our pupils.</p> <p>£18.89 x 3 = £56.67 £56.67 x 5 = £283.35 £283.35 x 38 = £10,767.30</p> <p>Additional Member Training = £650 Supervision = £250 Release Time = 6 days £17.10 x 5 = £85.50 £85.50 x 6 = £513 Total = £12,180.30</p>	<p>We have a trained ELSA member of staff who supports our pupils with pastoral intervention.</p> <p>Another member of staff is undertaking training to become ELSA trained to ensure more of our pupils receive emotional support.</p> <p>https://www.elsanetwork.org/elsa-network/evaluation-reports/</p>	5 & 6						
<p>Additional support across our early years classes for speech, language and communication.</p> <p>EYFS Release time £38.80 x = £1,474.40</p>	<p>We understand the importance of speech. Language and communication interventions and have the following programmes in place to ensure our youngest pupils have a strong start: WELLCOMM</p>	1 & 6						

<p>Release time for assessments $\pounds 18.89 \times 3 = \pounds 56.67$ $\pounds 56.67 \times 5 = \pounds 283.35$ $\pounds 283.35 \times 38 = \pounds 10,767.30$ S&L = $\pounds 12,571.35$ Total = $\pounds 24,813.05$</p>	<p>NELI NHS Speech & Language https://www.gl-assessment.co.uk/case-studies/</p> <table border="1" data-bbox="655 304 1193 472"> <thead> <tr> <th>Evidence Base</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>EEF Oral Language Interventions</td> <td>+ 7 Months (EYFS) + 6 Months (Primary)</td> </tr> </tbody> </table> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	Evidence Base	Impact	EEF Oral Language Interventions	+ 7 Months (EYFS) + 6 Months (Primary)	
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<p>Reading comprehension targeted as one-to-one support for those pupils identified as needed. $\pounds 17.10 \times 5 = \pounds 85.50$ (x2 = $\pounds 171.00$) $\pounds 171.00 \times 38 = \pounds 6,498$ Total = $\pounds 6,498$</p>	<p>Pupils to receive additional support with reading comprehension in LKS2.</p> <table border="1" data-bbox="655 719 1193 842"> <thead> <tr> <th>Evidence Base</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>EEF Reading Comprehensions</td> <td>+ 6 Months</td> </tr> </tbody> </table> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	Evidence Base	Impact	EEF Reading Comprehensions	+ 6 Months	1 & 2
Evidence Base	Impact					
EEF Reading Comprehensions	+ 6 Months					
<p>INCoS to work with SENDCo in providing strategies and outreach work for staff and pupils. $\pounds 38.80 + \pounds 36.08 + \pounds 34.47 = \pounds 109.35$ $\pounds 109.35 \times 6 = \pounds 656.10$ $\pounds 36.08 + \pounds 34.47 = \pounds 70.55$ $\pounds 70.55 \times 38 = \pounds 2680.90$ Total = $\pounds 3,337$</p>	<p>INCoS released from class to support other staff with strategies to further support.</p> <table border="1" data-bbox="655 1081 1193 1451"> <thead> <tr> <th>Evidence Base</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Coaching for teaching and learning: a practical guide for schools.</td> <td>Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners.</td> </tr> </tbody> </table> <p>https://assets.publishing.service.gov.uk/media/5a7ee63ce5274a2e8ab48e7a/coaching-for-teaching-and-learning.pdf</p>	Evidence Base	Impact	Coaching for teaching and learning: a practical guide for schools.	Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners.	1, 2, 5 & 6
Evidence Base	Impact					
Coaching for teaching and learning: a practical guide for schools.	Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners.					

Wider strategies

Budgeted cost: £34,413.92

Activity	Evidence that supports this approach	Challenge number(s) addressed				
<p>Ensure the whole school community understand the principles and the importance of regular attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>AHT Release Time – Training and Cluster Events. £303.42 x 3 days = £910.26</p> <p>AHT Panel Meetings £46.77 x 12 hours = £561.24</p> <p>Attendance Assistant Release Time £20.54 x 5 (hours) = £102.70 £102.70 x 5 (days) = £513.50</p> <p>Attendance Assistant Time to Complete Daily Tasks £20.54 x 5 = £102.70 £102.70 x 38 = £3,594.50</p> <p>Total = 5,466.25</p>	<p>As a school, we understand the importance of attendance and being on time for school.</p> <p>The guidance from the DfE has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p> <p>EEF Parental Engagement Guidance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	7				
<p>Introduction of Social Snack and Morning Meeting throughout the school.</p> <p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Training £500 Supplies for social snack: £126.32</p> <p>Total = £626.32</p>	<p>We understand the importance of talking and collaborating for our children.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and spoken language.</p> <table border="1" data-bbox="655 1805 1193 1966"> <thead> <tr> <th data-bbox="655 1805 922 1854">Evidence Base</th> <th data-bbox="922 1805 1193 1854">Impact</th> </tr> </thead> <tbody> <tr> <td data-bbox="655 1854 922 1966">EEF Oral Language Interventions</td> <td data-bbox="922 1854 1193 1966">+ 7 Months (EYFS) + 6 Months (Primary)</td> </tr> </tbody> </table> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	Evidence Base	Impact	EEF Oral Language Interventions	+ 7 Months (EYFS) + 6 Months (Primary)	1, 2, 3, 5 & 6
Evidence Base	Impact					
EEF Oral Language Interventions	+ 7 Months (EYFS) + 6 Months (Primary)					

<p>Whole School Training on Emotion Coaching.</p> <p>£1915 + £1650 = £3565</p> <p>Total = £3,565</p>	<p>We understand the pupils require the tools and strategies to self-regulate.</p> <table border="1" data-bbox="655 266 1195 533"> <thead> <tr> <th data-bbox="655 266 924 315">Evidence Base</th> <th data-bbox="932 266 1195 315">Impact</th> </tr> </thead> <tbody> <tr> <td data-bbox="655 315 924 423">EEF Meta-Cognition and Self-Regulation</td> <td data-bbox="932 315 1195 423">+ 8 Months</td> </tr> <tr> <td colspan="2" data-bbox="655 423 1195 533"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation </td> </tr> </tbody> </table>	Evidence Base	Impact	EEF Meta-Cognition and Self-Regulation	+ 8 Months	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation		6
Evidence Base	Impact							
EEF Meta-Cognition and Self-Regulation	+ 8 Months							
https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation								
<p>Well-being Support and Bespoke Interventions.</p> <p>£750 Well-being Project.</p> <p>£2,300 Young Gentleman Project</p> <p>£766.45 RockKidz</p> <p>£5,000 Hooves for Healing</p> <p>Total = £8,816.45</p>	<p>Pupils will take part in a variety of interventions to support their well-being and provide social, emotional and mental health support.</p>	5 & 6						
<p>Play Therapist</p> <p>£105 x 38 = £3,990</p> <p>Total = £3,990</p>	<p>Pupils benefit from a package of support around self-regulation.</p>	5 & 6						
<p>ADHD Foundation</p> <p>Total = £3,300</p>	<p>Pupils work with a specialist 1-1 for support.</p> <p>Staff receive training to ensure strategies are provided to support pupils.</p>	5 & 6						
<p>Development of a cultural capital overview to ensure coverage within our curriculum offer, wider experiences and enrichment activities.</p> <p>Trip subsidy: £4,000</p> <p>Residential: £4,650</p> <p>Total = £8,650</p>	<p>Pupils receive funding to cover some trips and visits which enhances their cultural capital and provides them with unique experiences.</p> <p>AmaSing</p> <p>Menu of approaches – Extra Curricular Activities including sport, outdoor activities, arts and culture, for example music lessons and school trips.</p> <p>https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf</p>	3, 5, 6 & 7						

Total budgeted cost: 184,915

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This part of the strategy has been written to identify the impact of the previous strategy and will indicate the outcomes for our disadvantaged pupils. We will draw on national assessment data and our own internal summative and formative assessments.

After analysing the information on the previous strategy, there are some highlights to note. This next section breaks down the areas from the previous strategy and provides considerations which have been incorporated into the new 2024-2027 strategy based on the current needs of our school.

(1) Raised Parental Engagement in Curriculum and Home Learning

We gained Family Hub Status in May 2024 which has enabled us to provide further support to our families and the wider community.

Providing them with additional help with finances (Citizens Advice) and offering bespoke support through ADHD Stay & Play sessions.

We have updated the year group expectations on our class pages for families to access and understand the expectations for their child in each year group. This highlights the key learning for each class for each half term and how families can support at home.

The Meet the Teacher events and Parents' Evenings have supported families with understanding their child's individual targets and also the expectations of the year group.

Learning Plans revised to take into account child voice, family voice and school voice to ensure all perspectives and viewpoints are considered when providing support to our SEND children.

The review of home learning policy took place to ensure expectations were accurate and reflect current cohorts. This new approach to home learning will ensure families are more involved and their learning links to the showcase events throughout the year.

Knowledge overviews are accessible on our school website for families to understand what children cover each half term.

Knowledge organisers shared with families as part of the Eastway Encyclopaedia projects allow focus on a subject area each half term.

Twitter/X showcases learning in each class so families can talk about curriculum at home.

Stay & Play Sessions in Early Years help families understand how we promote intellectual curiosity and the importance of exploration.

Reading Workshops for families support with their understanding of how we teach phonics and provides strategies for them to support with reading at home.

Sharing resources from our Read Write Inc portal for families to support their children at home.

The increased engagement and use of an online resource to improve mathematical accuracy and fluency with times tables - TT Rockstars.

There is a weekly star learner focus that promotes the school values, priorities and British values – kindness, acceptance, tolerance, freedom of speech, democracy, the rule of law, individual liberty and mutual respect. Pupils receive certificates which they can share at home in order for families to talk about key learning with their child.

Next Steps to consider in 2024-2027 strategy (3, 4 & 5):

Parent Class Rep meetings reinstated Au 2024 – providing families with the opportunity to ask questions and raise concerns.

Introduce QR codes to share important information to families rather than providing too much reading material.

Eastway Encyclopaedia was launched as a new approach to home learning providing children with the opportunity to focus on a subject area each half term and consolidate their learning through open ended activities that they can complete with their family.

Family quizzes to be reinstated during the Spring Term 2025.

Curriculum Showcase Days to start Summer 2025.

(2) Attachment Friendly & Trauma Informed School

Sensory circuits provided for pupils who require time to regulate – specific sensory diets are followed to ensure the needs of all pupils are met.

SENCo working with INCOs to ensure new staff understand the importance of the attachment friendly approach.

Thrive profiling of pupils who require it.

Our inclusive and nurturing approach was recognised during external SEND review 2024 and IQM visit.

We were awarded Centre of Excellence status due to the inclusive work we pride ourselves in and the offer we have for our school and the community.

There has been a reduction in suspensions 2023/2024.

There have been fewer behaviour incidents across school.

We have zero pupils who fall into the EBSA category throughout the period of time 2021-2024.

We were selected as a school to share our good practice at a local authority event regarding looked after children. Showcasing our inclusive approach as a school and the interventions we provide for our CLA pupils.

Next Steps to consider in 2024-2027 strategy (5 & 6):

Emotion Coaching Inset arranged for Spring 2025.

Ensure consistency of approach.

All staff aware of the importance of driving standards forward.

New staff are clear on the school expectations and adhere to the policies and procedures that are in place.

New ELSA training for staff delivering the intervention to pupils.

(3) Culture of Reading embraced by all staff, children, parents & community.

Strong outcomes in phonics screening check for the past two years: 2023 80% / 2024 85%

	NA	SCHO OL	GAP	NAT DA	SCHO OL DA	GAP	NAT NON DA	SCHO OL NON DA	GAP	NA FSM	SCHO OL FSM	GAP	NA NON FSM	SCHO OL NON FSM	GAP
2023 Y1	79%	80%	1%+	67.2 %	91%	24.2% +	82%	69%	13%-	67.2%	91%	24.2%+	82%	69%	13%-
2024 Y1	80.2%	85%	4.8%+	68.4 %	93%	24.6%+	83.3 %	80%	3.3%-	68.4%	93%	24.6%+	83.3%	80%	3.3%-
2023 Y2 Retakes	88.6%	77%	11.6% -	80.5 %	70%	10.5% -	90.7 %	84%	6.7%-	80.5%	75%	5.5%-	90.6%	80%	10.6%-
2024 Y2 Retakes	54.6% %	96%	41.4% +	48.6 %	96%	47.4% +	57.8 %	100%	42.2% +	48.6%	96%	47.4%+	57.8%	100%	42.2%+

Pupils receive a termly book as a gift to promote further promote reading. These books are carefully selected and pupils are welcome to self-select the book of their choice.

Reading sheds around school are replenished with books so that families can swap books and take them to read for pleasure.

Regular visits from English Hub have supported our phonics lead and provide appropriate next steps.

The timetable allows for daily reading aloud sessions when pupils enjoy their class novel which is outlined on the reading spine and is a carefully chosen book.

The purchase of new non-fiction, subject specific books have enabled pupils to delve deeper into curriculum areas.

Staff have undertaken RWInc training and continue to work with an external consultant to offer advice, training and coaching support.

Staff recommend books and authors to our pupils. This is something that we will continue to prioritise through book talk.

Each class has a virtual library that is accessible on the school website for families to access.

Subscription for CLA to have access to a magazine exposing them to a wide range of texts and genres.

Fast track tutoring has impacted on the pupil's phonological awareness as the intervention is delivered by an academic mentor on a 1-1 basis.

More pupils are reading at home than previously but this remains an area to focus on.

Secret reader allows families to link with school to read a text unfamiliar to the pupils.

A reading spine has been created so that pupils are exposed to a range of books outlined on the reading spine during daily reading aloud sessions. The reading spine was generated using pupil's voice and the Ruth Miskin Windows & Mirrors.

Reading volunteers provide pupils with opportunities to enjoy books.

Displays around school are enhanced with reading materials pertinent to the subject materials.

Environments promote reading – class areas, school library, reading nooks and spaces.

Subject Leaders identified texts to support curriculum learning in each year group

Next Steps to consider in 2024-2027 strategy (1, 2, 5 & 6):

Launched fluency programme to support our Y3 and 4 learners with reading.

Generation of stories project with Y2 pupils and BUPA. The project is aimed at encouraging our younger readers to enjoy sharing books through the National Literacy Trust.

Relaunch Eastway YouTube Channel to showcase learning and provide our pupils with a real purpose to read aloud and perform their work.

Relaunch reading events to provide pupils with a love for books. Promoting reading for pleasure through campfire stories, breakfast with a book and author visits.

Consider reading rewards and incentives for our pupils and celebrate reading during celebration assembly.

Create an amazon book list so pupils have a say with their books we order and look through book catalogues and brochures to ensure book areas are filled with books that interest our children and that have been selected by them.

Revamp book areas around school with new selection of books selected by pupils and subject leaders.

Reinstate school librarians for pupils to take responsibility of organising the books and reminding staff to visit the library and regularly change books.

Ensure book club is on offer at lunch and after school.

Relaunch adult book club so our families have books they can read and discuss.

Ensure staff make use of resources from the Wirral Library Service to enhance their learning through a wide range of texts.

Increase KS2 books with a range of magazines and graphic novels.

Relaunch the bedtime reading bags for pupils to enjoy a book with their family and the reading bunny.

(4) Gap between disadvantaged and non-disadvantaged children's progress & attainment has narrowed in all areas & diminished in some.

The disadvantaged gap remains closed in EYFS and phonics with our disadvantaged pupils outperforming non-disadvantaged pupils. Our data showed our disadvantaged pupils performed significantly higher than national and local pupils.

KS2 data 2024 highlighted that there was a change. This is due to the high needs in the cohorts and most disadvantaged pupils are also SEND. The cohort had high levels of historic persistently absenteeism which has impacted on their overall performance. There were many in year transfers which has also impacted on the data, including pupils with EHCPs and additional needs.

Children causing concern meetings have helped to identify pupils who require additional support and intervention.

Cohort review meetings have supported staff in selecting focus pupils but this must continue and be closely monitored.

Next Steps to consider in 2024-2027 strategy (5 & 6):

Ensure focus, bespoke interventions are in place and robust monitoring of entry point and exit data.

Explicitly clear provision mapping to identify pupils who require additional intervention.

KS2

To help us identify the performance of our disadvantaged pupils we compared their performance to those for disadvantaged and non-disadvantaged pupils.

The data also indicates that our disadvantaged pupils performed slightly higher than disadvantaged children nationally (3%+). However, the difference between disadvantaged and non-disadvantaged children within our school for reading, writing, maths and GPaS has widened.

This demonstrates a change within our data which is cohort specific. Many of our disadvantaged children were also SEND and had additional needs. This particular cohort had high levels of historic persistently absenteeism which impacted on their overall performance. There were many in year transfers which has also impacted on the data, including children with EHCPs and additional needs.

AREA	NA	SCHOOL	GAP	NAT DA	SCHOOL DA	GAP	NAT NON DA	SCHOOL NON DA	GAP	SCHOOL DA	SCHOOL NON DA	GAP
KS2 READING EXS	74%	47%	27%-	63%	37%	26%-	79%	70%	9%-	37%	70%	33%-
KS2 WRITING EXS	72%	69%	3%-	59%	62%	3%+	77%	90%	13%+	62%	90%	28%-
KS2 MATHS EXS	73%	29%	44%-	59%	20%	39%-	79%	50%	19%-	20%	50%	30%-
KS2 RWM EXS	61%	23%	38%-	46%	16%	30%-	67%	40%	27%-	16%	40%	24%-
KS2 GPaS EXS	72%	35%	37%-	59%	33%	26%-	78%	40%	38%-	33%	40%	7%-

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils did not meet the expectations. This strategy is in place to ensure we achieve the outcomes we set out to achieve by 2026/27, as stated in the previous sections.

Our evaluation of the approaches delivered last academic year indicates that

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

