



Eastway Primary School Pupil Premium Strategy 2018/19 Reviewed September 2019

At Eastway we believe that no child should be disadvantaged. We are ambitious for all our pupils. Our end of Key Stage Outcomes indicate that our disadvantaged pupils are significantly below their peers Nationally for progress and attainment in a number of areas. However, our pupils make good progress from their starting points and the gap between our own disadvantaged and non-disadvantaged pupils is narrowing and in some year groups/ subjects, the difference has diminished. We recognize that we needed to readdress our spending allocation and how we would ensure it was impacting on outcomes and so that it is tracked more rigorously. This year we have made a number of important changes to the way in which PP funding will be administered in order to maximize impact and increase accountability. The onus of accountability in measuring the impact of spending plans their proposals against external research (such as the EEF toolkit) and in monitoring the impact of their spending plans on student outcomes, lies with the headteacher. This strategy has been written to indicate how we:

- Aim to identify the needs of Pupil Premium children in our school, linked with any other vulnerabilities, and any barriers to their possible progress
- Intend to address these through specific, realistic targets with appropriate timescales,
- Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium.
- Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils.
- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges
- Provide appropriate training to teaching and support staff
- Continuously monitor progress against our set objectives
- Ultimately that we are able to significantly diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils in our school and in relation to pupils Locally and Nationally
- That we are seen to live our Mission Statement tagline by providing the very best opportunities for all our pupils

Bringing Learning to Life

So that ALL our children thrive and achieve their full potential.

| CONTEXTUAL | | | | | |
|---|-----------------------|----------------|---|-----------------------|--------------|
| Number of pupils and pupil premium grant (PPG) received 2018/19 | | | | | |
| Total number of pupils on roll | 240 | | Total number of Pupil Premium pupils | 106 | |
| Total number of pupils eligible for PPG £1320 | 101 x £1320 =£1399,20 | | Amount of PPG received per pupil Service children PPG x 2 (£300 per pupil) | £300 x 2= £600 | |
| Amount of PPG received per pupil LA children PPG x 1 (£2300 per pupil) | £2300 x 1 = £2300 | | Total amount of PPG received | £142, 820 | |
| | | | | | |
| Strategy written and Internal PP Review | November 2018 | To be reviewed | September 2019 | External Review (NLE) | January 2019 |

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|-----------------------------|--------------------------------|-----------------------------------|-----------------|
| School Pupil Premium Lead | Mrs. Emily Morris- Headteacher | Pupil Premium Link Governor | Mrs Lyn Eaton |
| Designated Lead Teacher CLA | Mrs Claire Brodie | Wirral LA Virtual Headteacher CLA | Mrs Trish Lewis |

| CURRENT PICTURE | | | |
|----------------------------------|--------------|--------------------------------|-------------------|
| | No of Pupils | No of Disadvantaged Pupils | % of Total Cohort |
| Early Years Explorers (2yr olds) | 16 | 15 (deprivation funded places) | 94% |
| Nursery | 18 | 8 (EYs PP) | 44% |
| Reception | 30 | 18 (10 PP, 8 EYPP) | 60% |
| Year 1 | 28 | 18 | 64% |
| Year 2 | 36 | 12 | 33% |
| Year 3 | 31 | 13 | 42% |
| Year 4 | 29 | 19 | 69% |
| Year 5 | 29 | 17 | 59% |
| Year 6 | 23 | 15 | 65% |
| Whole School Total | 206 | 104 | 51% |

For data outcomes 2017/18, see appendix.

| DESIRED OUTCOMES | |
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| Desired Outcomes and how they will be measured | Success Criteria |
| Disadvantaged pupils' attendance to improve to above national. | Disadvantaged pupils' attendance (currently 95.1%) to better attendance % for national non-disadvantaged (96.6%) |
| Pupils are exposed to a wide range of social/cultural and sporting experiences. | Pupils attend events/visit places they would not usually be exposed to. Wider range of opportunities on offer in school |
| Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening. | Additional adults to listen to daily reads Every PP child supported in school with 1:1 reading Literacy Counts training supports staff in encouraging reading TLR3 Reading Champion raises the profile of reading with a focus on PP Additional texts purchased so wider range |
| Improved Parental engagement within school and more positive perceptions of education. Increased PP parents attending school events, workshops, courses, training and parents evenings | Parents to be more actively involved in the learning process Parents involved in home learning Greater number of PP children completing homework Higher number of PP parents enrolled on additional training and workshops in school |
| To provide specific, targeted intervention and support to pupils and families to ensure that barriers are identified and addressed To ensure that no pupil in school is disadvantaged and has access to everything they need to be a successful learner at Eastway To set aspirational targets for our disadvantaged pupils and rigorously track attainment and progress | Cohort profiles identify needs of all pupils Provision Map tracks the intervention and support provided for PP children PP children are tracked accurately FFT Aspire used to set aspirational and individualized targets for all pupils |
| Raise attainment to meet and exceed national attainment averages and accelerate rates of progress for identified groups by addressing barriers to learning | Specifically, to narrow the gap between those disadvantaged pupils passing the Phonics Screening check Higher % reaching expected standard in Maths at KS2 Higher % of PP children achieving ARE in writing at KS1 Progress of PP children is in line with National at the end of KS2 and the gap between Non PP/ PP is narrower |
| To maintain the narrowed the gap for those pupils in receipt of EYPP (Early Years Pupil Premium) in YR and Y1 | The gap between PP/ Non PP remains closed in YR & Y1 |

| BARRIERS | |
|--|---|
| In School | External |
| Speech, Communication and Language Acquisition, particularly in Early Years | Parental Engagement with school, quality of Home Learning Environment and Pupil's Readiness for School and Parents promoting the importance of learning and prioritising attainment |
| Specific Social, Emotional and Mental Health needs that affect the ability to access learning | Poor access to enriching experiences, extra-curricular activities and participation in clubs (37% of households without access to a vehicle) |
| The number of Pupil Premium Children who also have additional vulnerabilities such as SEND, Social Care involvement, ACEs, Families in Crisis, medical needs, mobility | Inconsistency in Attendance and Punctuality |
| Gaps in prior attainment and previous poor teaching | Readiness to Learn- Being In, On Time and Ready to Learn (uniform, attendance, punctuality, homework, slept well, had breakfast, returns reading books etc) |

Indicators

- Our 2017/18 Data shows that our disadvantaged pupils make good progress from their starting points
- At the end of EYFS the gap between the disadvantaged and non-disadvantaged had diminished
- There was a 14% Gap in the Year 1 phonics screening passes but the gap had disappeared in the Year 2 Retakes
- The only significant gap at the end of KS1 was in writing and this was specifically boys' attainment, although progress from end of F2 was good.
- There were no significant gaps between disadvantaged and non-disadvantaged at the end of KS2 in both progress and attainment
- Our disadvantaged pupils outperformed our non-disadvantaged pupils in Reading at the end of KS2 in both attainment and progress
- The school is in the top 20% of all schools for the proportion of FSM (51.7%).
- Our attendance data shows that YTD attendance is 91% for PP children and 93% of Non PP children
- Current contextual information shows that 28% of PP pupils also have SEN, 31% of PP pupils have also been open to social care in the last 12 months

| Academic Focus | | | | | | |
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| Area of Spend Chosen Action/ Approach | Desirable Outcomes | Evidence/ Rationale | Cost | Monitoring | Staff lead | Impact Review |
| Assessment Procedures and Tracking Systems Boxhall Profile Thrive Target Tracker Provision Map | <ul style="list-style-type: none"> - All PP children tracked half termly - All PP children identified sooner for not making adequate progress | Tracking & Mapping programs help SLT to track PP pupils easily and measure the impact of interventions. Boxhall and Thrive measure nonacademic progress | £1200 TT £300 BP £675 PM | Half termly pupil progress meetings PP report from Provision Map CT Pupil Premium Half Term Tracking Grids HT PP Case Studies | EM SD- Thrive CB- Boxhall & SEN Tracking | Evident that there is a clear process for tracking vulnerable pupils in school. All staff trained and confident in using data systems to track pupil premium children. No further funding needed 2019/20 Assessment & tracking systems to continue |

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|--|--|--|--|--|----------------|---|
| School leaders are well informed and can report on provision, progress and outcomes for disadvantaged pupils | <ul style="list-style-type: none"> - Clear rationale and strategy for the spending of PP Grant - Clear plan for monitoring impact of PP spending | Well informed leaders are able to offer support and challenge | £500 NLE PP Review | HT report to governors Pupil Progress Meetings Outcome and Review and follow up action plan | EM | Review of the PP Strategy document, use of research for targeting specific areas and proven impact. Review with link governor termly. External judgement states that the systems in place for the spending, reporting of PP and monitoring in place is good. |
| Early Years Speech & Language Mentor WELCOMM Screening Additional Speech & Language Support | <ul style="list-style-type: none"> - All EYs pupils make expected progress on WELCOMM Screening - The gap between the NDA/ DA pupils will remain closed at the end of F2 - Early Speech and Language Intervention will ensure that is not a barrier for future learning | Early Years interventions (+5 months - EEF Toolkit) Oral language interventions (+5 months - EEF Toolkit) Phonics (+4 months - EEF Toolkit) | £13500 additional hours for EYFS Speech & Language Mentor SALT £4125 | Half termly Pupil Progress Meetings EYFS Pupil Tracker EYFS Lead priority on Subject Leader Action Plan SALT/ SENCO Reports | KW CB LW | There has been huge impact of the speech and language work in the early years. Still need to continue as this is a main barrier to learning for our youngest pupils. 100% of pupils achieved their WELCOMM targets for this year |
| High Quality Phonics Provision | <ul style="list-style-type: none"> - All EYs & KS1 pupils make expected progress on in phonics - The gap between the NDA/ DA pupils will remain closed at the end of Y2 - The gap between the NDA/ DA pupils will diminished in Y1 Phonics Screening Test - Staff will be well trained and confident in delivering high quality phonics - Pupils will be tracked accurately and regularly and poor progress in phonics addressed with additional intervention | Small group tuition (+4 months - EEF Toolkit) Phonics Teaching (+4 months - EEF Toolkit) Tuition (+5 months - EEF Toolkit) Individualised Instruction (+3 months - EEF Toolkit) | Phase 1 Training for all EYFS staff £50 per delegate £250 Additional am support for streamed small group teaching £9996 per annum | Half termly Pupil Progress Meetings Phonics Pupil Tracker | GD/ NB | Slight decline in phonics overall data this year but this was primarily cohort specific. The disadvantaged gap has diminished and our disadvantaged pupils have outperformed our non-disadvantaged pupils in both Year 1 and Year 2, this year. Will continue with the systems and procedures in place and ensure that all new staff are trained. |
| For Y6 PP pupils to be taught in smaller ratios to have impact on outcomes for pupils | <ul style="list-style-type: none"> - Smaller Group Teaching for key high % PP Year Groups - Teaching is more focused and pupils tracked more accurately in smaller groups - Immediate feedback and response time more manageable in smaller group | Small group tuition (+4 months - EEF Toolkit) Collaborative Learning (+5 months - EEF Tkit) Feedback (+8 months - EEF Toolkit) Smaller class sizes mean disadvantaged pupils can | Additional Teacher salary £30464 HLTA £23732 | Half termly Pupil Progress Meetings | NC & SH | The impact on attainment based on their end of Year 5 data demonstrated accelerated progress. However, our disadvantaged pupils in upper key stage two are |

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| | <ul style="list-style-type: none"> - so progress is greater Pupils make accelerated progress | <p>access more of teachers' time through Quality First Teaching Challenge and innovation will increase pupils self -motivation to reach higher standards.</p> | | | | <p>still making less progress than our non-disadvantaged group. There attainment is also below in Maths and Writing and GD although our results for reading and RWM combined were better than local and national data for the same group of pupils.</p> |
| <p>For all PP pupils to have daily reading and additional intervention for developing comprehension skills to ensure no gap exists in Reading progress and attainment across school</p> | <ul style="list-style-type: none"> - Daily reading 10 minutes per day to close the gap on peers. - 1 to 1 Reading Assistants - Reading Intervention is effective in accelerating progress - Successful Reading Partnership Training ensures all adults are able to effectively support reading - There is minimal gap between DA/NDA pupils in Reading progress and attainment - Reading Comprehension Interventions are effective at accelerating progress - Quality Teaching of Reading Comprehension using ARE texts - Peer Support Reading sessions take place twice a week at lunchtime | <p>Research has shown through better reading an additional reading development of +4 months in a 12 month period. Reading comp strategies (+6 months - EEF Toolkit)</p> <p>Peer Tutoring (+5 months - EEF Toolkit)</p> | <p>Cracking Comprehension £980</p> <p>NFER Reading Tests £879</p> <p>TLR3 Reading Lead Release time £2000</p> <p>Additional Teaching Assistant time for reading support £17895</p> | <p>Half termly Pupil Progress Meetings</p> <p>Test Results Tracker- NFER Standardised Scores Reading Benchmark Trackers</p> <p>Provision Map tracks the impact of reading interventions</p> | <p>EM</p> <p>RMc</p> <p>CB (Senco)</p> | <p>The attainment gap had narrowed in KS1 and KS2 but progress in reading for disadvantaged pupils is still a concern. Significant improvements seen in EYFS and Y1 phonics outcomes but this does not transfer to writing. Following further Question Level Analysis, we have found that our disadvantaged pupils are struggling with higher level vocabulary. Further focus on closing the vocab gap for our disadvantaged pupils 2019/20</p> |
| <p>Varied interventions (according to need) to be provided before, after (and sometimes during) school.</p> | <ul style="list-style-type: none"> - identified gaps in learning to be Addressed through targeted interventions - TAs to deliver targeted interventions and test on entry and exit to measure impact - Children make accelerated progress through targeted intervention | <p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Tuition (+5 months - EEF Toolkit) Individualised Instruction (+3 months - EEF Toolkit) Collaborative Learning (+5 months - EEF Toolkit)</p> | <p>Toe by Toe £25</p> <p>Project X CODE (additional texts) £150</p> <p>Nuffield Early Language Intervention £1040</p> <p>Clicker 7 £900</p> | <p>Half termly Pupil Progress Meetings</p> <p>SENCO</p> <p>Test Results Tracker- On Entry & Exit tests</p> <p>Provision Map tracks the impact of interventions</p> | <p>EM</p> <p>CB (Senco)</p> | <p>All interventions reviewed and monitored for impact training now complete for all TAs and CTs have knowledge of the interventions available for all. Entry and exit testing is showing progress of interventions</p> |

Enrichment & Enhancement Focus

| Area of Spend | Desirable Outcomes | Evidence/ Rationale | Cost | Monitoring | Staff lead | Impact Review |
|---|--|---|--|---|---------------------------------|--|
| Pupils to have aspiration led extended services to the aspirations of PP to allow children to transform social mobility and have path ways. Pupils will partake in cultural visits. Eg: to Liverpool, local worship etc | <ul style="list-style-type: none"> - For pupils to access a range of social / cultural /sporting experiences, visits and activities. - Educational visits and visits planned for every half term - Visits, visitors and curriculum enhancement activities subsidized by school so no child is disadvantaged | Pupils benefit from working with others and being introduced to a variety of experiences Pupils' horizons will be broadened and they will learn more about museums, zoos, places of culture, history and geography. | £2000 put in to Curriculum Budget Heading to cover subsidized costs for PP children | Pupil feedback Parent/ Carer feedback Individual Pupil case studies | EM NC- Curriculum JS- EVC | Wider range of visits and visitors planned throughout the year and in each year group. Further enhancements needed for EYFS. £3500 allocated to enhancements again in 2019/20 |
| Wide range of extra-curricular sporting clubs in school, subsidized for PP children | <ul style="list-style-type: none"> - For pupils to access a range of social / cultural /sporting experiences, visits and activities. - Educational visits and visits planned for every half term - Additional clubs/ sporting opportunities subsidized by school so no child is disadvantaged | 37% of our households do not have access to a vehicle 73% of our pupils do not access sporting clubs outside of school Sport Participation (+2 months - EEF Toolkit) | Subsidised Clubs (school additional input) LSC £1200 Judo £150 Fencing £150 Tennis £89 Rugby Cricket Dance Club £80 Cross Country Club | Pupil feedback Subject Leader Impact Report Individual Pupil case studies | NB- PE & Sport | Wider opportunities now available for all pupils and heavily subsidized for PP children £2500 allocated to clubs and enhancements again in 2019/20 |
| Music Opportunities | <ul style="list-style-type: none"> - For pupils to access a range of musical enhancements and specialist provision | 91% of our pupils have not had a music, singing or instrument lesson outside of school Arts Participation (+2 months - EEF Toolkit) | MrW £1250 Edsential Churanga subscription £90 Purchase of musical instruments £100 | Pupil feedback Subject Leader Impact Report Individual Pupil case studies | EM & NC AM- Music Lead | Appointment of a new music lead and performing arts lead Choir to be set up and musical instrument lessons Further £900 allocated for musical opportunities this year |
| Residential experience of our Year 6 pupils | <ul style="list-style-type: none"> - All Year 6 pupils to attend outdoor education residential - Residential subsidized by school so no child is disadvantaged | Outdoor Adventure Learning (+4 months - EEF Toolkit) | School subsidized residential contribution £2000 | Pupil feedback CT Impact Report Individual Pupil case studies | NC | £1200 allocated to subsidize again in 2019/20 |
| Wide range of extra-curricular clubs in | <ul style="list-style-type: none"> - For pupils to access a range of social / cultural /sporting | 37% of our households do not have access to a | Robotic Kit £259 | Pupil feedback | EM | £2500 allocated to clubs and enhancements again |

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| <p>school, before, after and lunchtime clubs run by school staff</p> | <p>experiences, visits and activities.</p> <ul style="list-style-type: none"> - Wide range of clubs planned for every half term - Clubs provided through the staff additional hours - Technology club run by IT specialist | <p>vehicle 67% of our pupils do not attend clubs outside of school Digital Technology (+4 months - EEF Toolkit)</p> | <p>Club equipment e.g Hama Beads, cooking ingredients, craft equipment £1000 added to Curriculum Budget</p> | <p>Parent/ Carer feedback Individual Pupil case studies Analysis of Club Participation Emma Toolan, Annual HT report to gobs</p> | <p>ET</p> | <p>in 2019/20</p> |
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| Wellbeing Focus | | | | | | |
|--|---|--|--|--|-------------------------------|---|
| Area of Spend | Desirable Outcomes | Evidence/ Rationale | Cost | Monitoring | Staff lead | Impact Review |
| Attendance and Punctuality | <ul style="list-style-type: none"> - The gap between DA/NDA pupils attendance is narrowed - No child is disadvantaged through absence or lateness - Vulnerable families are supported in getting their children in to school - School monitors effectively and holds parents to account | <p>There is currently a gap between attendance percentage of DA/NDA pupils</p> <p>There are more PP children in persistent absence</p> | <p>ESW 8x 0.5= £1204</p> <p>DC Salary (as below)</p> <p>Rewards and incentives</p> <p>Banners & promotional materials</p> | <p>Termly Headteacher Report to Governors</p> <p>Individual Pupil case studies</p> <p>Half termly Panel Meeting minutes</p> | <p>EM</p> <p>DC</p> | <p>Improvements seen in attendance and punctuality across school last year. 5 separate case studies demonstrated that the support given by school to disadvantaged families saw marked improvements</p> <p>£500 allocated to raising the profile of attendance further in 2019/20</p> |
| Parent Engagement Lead Foundation Years Trust Family Works | <ul style="list-style-type: none"> • FYT setting up one Peep Learning Together group at the school • Peep Learning Together training for two members of staff • Ongoing support from FYT for staff to deliver the groups • Partnerships with Parents training for the early years team • Participation in Wirral's new Partnerships with Parents Quality Mark • Youth Connect 5 Programme is available to support families • ADHD Foundation & CAMHS run workshops and training and support for our families | <p>Parental engagement +3 months (EEF Toolkit)</p> <p>Early Years Intervention Parental engagement +3 months (EEF Toolkit)</p> | <p>FYT £240 (reduced from £1600)</p> <p>£2000 (Lead additional release time from class)</p> <p>Family Works Resources £285</p> | <p>Parent/ Carer feedback</p> <p>Individual Pupil case studies</p> <p>Termly Family Report to Headteacher</p> <p>FYT Impact Report & Results of Assessment</p> | <p>JC</p> <p>CC</p> <p>LW</p> | <p>Positive impact of parental engagement in EYFS. Staff confident in delivering sessions. Work to continue with FYT</p> <p>Little Explorers to be set up for Autumn 2019</p> <p>£980 allocated to Parental Engagement in 2019/20</p> |

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| <p>Additional Support for vulnerable families and pupils</p> <p>Learning & Behaviour Mentor Family Support & Wellbeing Lead</p> | <ul style="list-style-type: none"> - Range of Support for Parents and carers • The Hub • Drop in sessions for parents and carers • Courses for parents/ carers - Lunchtime Nurture Club set up for vulnerable pupils - | <p>Social and Emotional learning +4 months (EEF Toolkit) Behaviour interventions +3 months (EEF Toolkit) Parental engagement +3 months (EEF Toolkit)</p> | <p>SD & DC salary £30876 £19857</p> | <p>Pupil feedback Parent/ Carer feedback Individual Pupil case studies</p> | <p>SD DC</p> | <p>ELSA Training Complete with 2 teaching assistants Positive impact of nurture groups</p> <p>Need to further extend as the need increases. Currently 19 CLA and Post LAC pupils across school in September 2019 Pastoral Team to be supported further in 2019/20 by SENCO being released from class to focus on CLA and update PEPs and review provision and progress Cost for Pastoral Team staffing 2019/20 £51857</p> |
| <p>School Equipment & Milk provided for all pupils</p> | <ul style="list-style-type: none"> - every children provided with a PE kit so that no child is disadvantaged - homework packs provided for all children - Book Bags provided for all children - Milk provided every day for all children - Stationery packs provided for all children | <p>All children have everything they need to be part of Eastway, no child looks or feels any different</p> | <p>PE Kits £200 (ad hoc replacements throughout the year) Book Bags £710 initial purchase Homework Packs £195</p> | <p>Pupil feedback Parent/ Carer feedback Individual Pupil case studies</p> | <p>EM</p> | <p>To continue</p> <p>Further £250 allocated to continue in 2019/20</p> |
| <p>Toast Club</p> | <ul style="list-style-type: none"> - Toast club run every morning from 8am - Nonprofit making so affordable for all - Opportunities for breakfast and developing social skills with Eastway Staff - Daily morning homework support available - | <p>Extending school time +2 months (EEF Toolkit)</p> | <p>Additional staffing hours £3282 Resources Food</p> | <p>Pupil feedback Parent/ Carer feedback Individual Pupil case studies Registers from Toast Clubs- no of vulnerable pupils taking places</p> | <p>EM DC</p> | <p>Toast club successful and expanded rapidly. Positive impact</p> <p>£1000 secured from Kellogg's to run in 2019/20</p> |
| <p>Direct support for pupils with additional vulnerabilities (inc SEMH & SEN interventions)</p> | <ul style="list-style-type: none"> - Staff well trained and informed on SEMH - Additional SENCO time - Family Support & Wellbeing lead run Thrive to address SEMH and provide additional | <p>Research (Jensen, 2009) states that certain emotions are hardwired in our DNA but many need to be taught. Research</p> | <p>£3000 ADHD Foundation SLA Boxhall Profile (as above) Thrive</p> | <p>Pupil feedback Parent/ Carer feedback Individual Pupil case studies</p> | <p>SD & CB EM</p> | <p>£3000 allocated for ADHD Foundation Thrive Subscription £378 2019/20</p> |

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| | <ul style="list-style-type: none"> - support and intervention SENCO and SEN support staff trained in SCERTs and able to offer support and interventions for vulnerable pupils emotional regulation - Children and families and well supported with additional needs - ADHD Foundation provide support for pupils, training for parents and staff and workshops - CAMHS Training for all staff and support workshops for families ensures that everyone is well informed and able to support SEMH needs of pupils | <p>shows that sometimes PP pupils need more explicit teaching of these emotions than other pupils. Such emotions will help all pupils to attain more in school.</p> <p>Tuition (+5 months - EEF Toolkit) Individualised Instruction (+3 months - EEF Toolkit) Social and Emotional learning +4 months (EEF Toolkit)</p> | <p>Training £1500 Subscription £358 Resources £200 CT Release time for training</p> | <p>CPD & Workshop feedback</p> <p>Boxhall Profile & Thrive monitored by SLT</p> | | |
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Pupil Premium Data Outcomes 2018/19

We are continuing to see improvements in provision for all pupils at Eastway and significantly so for our disadvantaged pupils a more focused approach to training the progress and attainment of these pupils and the intervention, support and provision offered and focused than it had been in previous years. We are seeing good results as a result.

End of Foundation Stage

| | All | FSM6 | NFSM6 | GAP | DA | NDA | GAP |
|---------|-----|------|-------|------|-----|-----|------|
| 2018/19 | 72% | 75% | 72% | +3% | 80% | 71% | +9% |
| 2017/18 | 64% | 64% | 64% | 0 | 64% | 64% | 0 |
| 2016/17 | 50% | 58% | 46% | +12% | 58% | 46% | +12% |

- In 2018/19 our FSM pupils outperformed those who were not entitled to FSM and the same for those pupils who are deemed as disadvantaged
- The attainment of our disadvantaged pupils at Eastway is 30% higher than those pupils Nationally (50% GLD)
- 89% of our 'home grown' pupils achieved GLD and we have seen the greatest progress made from those who joined us in our 2 year old provision and were entitled to deprivation funding
- 100% of our 'home grown' boys achieved GLD
- Our Disadvantaged pupils outperformed those similar children locally and nationally in all areas
- The gap between the two groups continues for those achieving expected+ in all areas with the disadvantaged group being 9% lower. This is mainly in Understanding of the World and the pupils limited life experience.
- To address this there will be a great focus on curriculum enhancements in all Early Years classes and the introduction of Forest School in Reception in the academic year 2019/20.

Phonics Year 1

| | All | FSM6 | NFSM6 | GAP | DA | NDA | GAP |
|------------------|------|------|-------|-------|------|------|-------|
| 2018/19 Pass | 72% | 73% | 70% | +3% | 73% | 70% | +3% |
| 2018/19 Av. Mark | 30.7 | 32.4 | 28.2 | +4.2% | 32.4 | 28.2 | +4.2% |
| 2017/18 Pass | 78% | 67% | 84% | -17% | 69% | 83% | -14% |
| 2017/18 Av. Mark | 33.1 | 28.8 | 35.3 | -6 | 29.0 | 35.5 | -7 |
| 2016/17 Pass | 77% | 66% | 84% | -17% | 66% | 84% | -18% |
| 2016/17 Av. Mark | 35.1 | 34.8 | 35.2 | 0 | 34.8 | 35.2 | 0 |

- The gap between the disadvantaged and non-disadvantaged has now closed in Year One Phonics Screening Check

- The average mark has increased significantly for those deemed disadvantaged and the group outperformed those who are not disadvantaged
- The gap from EYFS has continued to be a focus and has improved through quality provision in Year 1
- Although our overall results were lower this year, our vulnerable pupils outperformed those similar both nationally and locally

Year 2

| | All | FSM6 | NFSM6 | GAP | DA | NDA | GAP |
|---------|-----|------|-------|-----|------|------|-----|
| 2018/19 | 83% | 87% | 81% | +6% | 87% | 81% | +6% |
| 2017/18 | 96% | 100% | 94% | +6% | 100% | 94% | +6% |
| 2016/17 | 97% | 94% | 100% | -6% | 94% | 100% | -6% |

- 87% of our FSM pupils passed the Phonics Screening Test at Year 2 and this is higher than those pupils in the same group, nationally and locally
- Our disadvantaged pupils outperformed our non-disadvantaged pupils again and the gap from Y1 has diminished

Key Stage 1 Outcomes

36 Pupils, 15 FSM6/ Disadvantaged Pupils

| | | All | | FSM6 | | NFSM6 | | GAP | |
|---------|------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | 2017/18 | 2018/19 | 2017/18 | 2018/19 | 2017/18 | 2018/19 | 2017/18 | 2018/19 |
| Reading | EXS+ | 48% | 61% | 46% | 60% | 50% | 62% | -4% | -2% |
| | GD | 10% | 11% | 8% | 7% | 11% | 14% | -3% | -7% |
| Writing | EXS+ | 52% | 53% | 39% | 47% | 61% | 57% | -22% | -10% |
| | GD | 0% | 0% | 0% | 0% | 0% | 0% | - | - |
| Maths | EXS+ | 65% | 64% | 62% | 60% | 67% | 67% | -5% | -7% |
| | GD | 10% | 6% | 8% | 0% | 11% | 10% | -3% | -10% |
| RWM | EXS+ | 45% | 53% | 39% | 47% | 50% | 57% | -11% | -10% |
| | GD | 0% | 0% | 0% | 0% | 0% | 0% | - | - |

- There are gaps in attainment for all areas for disadvantaged pupils and non-disadvantaged pupils
- The gap between Reading and Writing expected standard has narrowed and is significantly lower than the gap that existed in Phonics at the end of Y1
- The gap between FSM and non FSM pupils achieving expected standard in RWM has remained but is still narrower than that of the LA, -18%

- There was no gap at the end of F2, so the gap has widened but our 'home grown' children continue to achieve higher than those who join our school, there have been 7 more children join the cohort since 2017
- The widest gap for disadvantaged and non-disadvantaged pupils is in Maths and our pupils achieving Greater Depth
- The gap has narrowed in English and this reflects the focus on the work carried out in 2017/18 to address the concerns raised
- Our Eastway FSM pupils outperformed those pupils similar Nationally and Locally in Reading and Maths
- Science gap does not continue to be an issue, and has dropped from 17% last year to only 2% gap this year.

Key Stage 2 Outcomes

22 Pupils, 15 FSM6/ Disadvantaged Pupils

KS1 APS Disadvantaged 15.3, Non Disadvantaged 16.2 Gap -1.1% at end KS1

| | | All | | FSM6 | | NFSM6 | | GAP | |
|---------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | 2017/18 | 2018/19 | 2017/18 | 2018/19 | 2017/18 | 2018/19 | 2017/18 | 2018/19 |
| Reading | AS | 39% | 55% | 40% | 60% | 38% | 43% | +2% | +17% |
| | HS | 4% | 14% | 7% | 13% | 0% | 14% | +7% | -1% |
| | Scaled Score | 98.8 | 101 | 99.3 | 101.3 | 98.2 | 100.3 | +1.1 | +1 |
| | Progress | -3.3 | -1.9 | -3.5 | -0.9 | -3.4 | -4.0 | +0.1 | -3.1 |
| | Near Misses | 32% | 32% | 33% | 20% | 31% | 57% | -2% | +37% |
| Maths | AS | 54% | 77% | 47% | 73% | 62% | 86% | -15% | -13% |
| | HS | 0% | 18% | 0% | 13% | 0% | 29% | - | -16% |
| | Scaled Score | 99.3 | 103.3 | 98.9 | 101.6 | 99.9 | 106.9 | -1 | -5.3 |
| | Progress | -2.4 | -0.3 | -3.1 | -1.3 | -1.6 | +2.0 | -1.3 | -3.3 |
| | Near Misses | 25% | 9% | 40% | 7% | 8% | 14% | -32% | 7% |
| Writing | EXS+ | 54% | 64% | 53% | 53% | 54% | 86% | -1% | -33% |
| | GD | 7% | 9% | 7% | 13% | 8% | 0% | -1% | -13% |
| | Progress | -2.0 | -2.4 | -2.7 | -3.0 | -1.2 | -1.2 | -1.5 | -1.8 |
| RWM | AS | 29% | 41% | 27% | 40% | 31% | 43% | -4% | -3% |
| | HS | 0% | 5% | 0% | 7% | 0% | 0% | - | +7% |

- Our disadvantaged pupils performed well on the Reading Test and achieve higher than those pupils nationally and locally
- The gap between FSM and non FSM pupils achieving expected standard in RWM has narrowed by further 1% this year and still continues to be significantly less than National and Wirral.
- In 2018, 40% of or FSM6 pupils had a near miss in Maths, 32% higher than non FSM6 pupils in the cohort and 23% higher than other FSM6 pupils in the authority, this year this was incredibly lower and our FSM pupils were better prepared for the test and more resilient and this is credit to all the SEMH work that has been put in place for those pupils.
- Writing is an area of concern where our disadvantaged pupils performed significantly poorer than those who are non-disadvantaged and 9% lower than similar pupils locally
- All of our disadvantaged pupils made less progress in all subjects than those who are not deemed disadvantaged.
- The gap from their starting points were narrowed but are still significant in progress from Key Stage One and in attainment in Maths and Writing
- In house data indicates that this is a concern in all our KS2 cohorts and work will be completed this year to address that gap by teaching in small classes in both Year 5 and 6