



Pupil Premium & Recover Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium 3 year strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Eastway Primary School
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2023
Statement authorised by	Governors on 18 th January 2023
Pupil premium lead	Emily Morris, Headteacher
Governor lead	Karen Irvine, Coopted Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £174405 (2020/21) £175, 589 (2021/22)	PP 22/23 Ever 6 = £155, 120 Post LAC = £7230 Service = £1280 LAC = £14062 EYPP = £3322 £180, 953 (2022/23)
Recovery premium funding allocation this academic year	£8400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£189, 353

Part A: Pupil premium strategy plan

Statement of intent

At Eastway we believe that no child should be disadvantaged. We are ambitious for all our pupils. We are satisfied that 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. As we offer deprivation funded places of our two year olds, those children are tracked as our 'homegrown' pupils and they tend to make the most consistent progress through school. We regularly review our spending allocation and how we would ensure it has impact on outcomes. In 2020 we made a number of important changes to the way in which PP funding will be administered in order to maximize impact and increase accountability, we adopted a number of tracking systems and this has supported and informed the focus areas. The onus of accountability in measuring the impact of spending plans against external research (such as the EEF toolkit) and in monitoring the impact of spending on outcomes, lies with the headteacher. Our strategy is matched to the needs and barriers for the children and community of Eastway. We identify barriers to learning, particularly post pandemic and ensure that the funding is allocated specifically to address the needs of our disadvantaged pupils and that Recovery Funding is also used to address gaps and catch up due to lost learning during the COVID19 pandemic.

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.
 - 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 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
 - How we consider the impact of pandemic related lost learning time and wider opportunities for our most vulnerable pupils
 - Ensure the Recovery Premium funding is effectively allocated to ensure that it is targeted for the best possible support and outcomes for our most vulnerable pupils

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

- Ensuring all teaching is consistently good or better thus ensuring that the quality of teaching experienced by all children continues to be of a high quality.
- Reducing class sizes in key year groups thus improving opportunities for effective teaching and accelerating progress
- To allocate an Academic Mentors to each Key Stage and one Level 3 SALT specialist TA to EYFS - providing small group work focussed on overcoming gaps in learning
- 1:1 support provided where necessary
- 4:1 teacher led tutoring after school for target children
- Additional teaching and learning opportunities provided through in-school tutors for specific areas
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve and exceed Age Related Expectations
- Additional learning support in class through staffing and resourcing
- Additional pastoral support to ensure children are 'ready to learn'
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1 External	Parental Engagement with school, quality of Home Learning Environment and Pupil's Readiness for School. Parents promoting the importance of learning and prioritising educational attainment and progress is inconsistent across school
2 External	Poor access to enriching experiences, extra-curricular activities and participation in clubs. Inconsistencies in access to opportunities for all children outside of school (37% of households without access to a vehicle)
3 External	Inconsistency in Attendance and Punctuality (8% families in PA for last two years)
4 External	Readiness to Learn- Being In, On Time and Ready to Learn (uniform, attendance, punctuality, homework, slept well, had breakfast, returns reading books etc)
5 External	Lack of access to high quality texts and language outside of school
6 External	Change in family circumstances or pressures at home caused the COVID19 pandemic
7 Internal	Speech, Communication and Language Acquisition, particularly in Early Years and a significant area of concern post pandemic
8 Internal	Specific Social, Emotional and Mental Health needs that affect the ability to access learning. Particularly the impact of pandemic on readiness to learn.
9 Internal	The number of Pupil Premium Children who also have additional vulnerabilities such as SEND, Social Care involvement, ACEs, Families in Crisis, medical needs, mobility
10 Internal	Gaps in prior attainment due to lockdowns and lost learning time, particularly Key Stage Two Maths
11 Internal	Children not transferring their skills to their writing across school
12 Internal	Previous inconsistent teaching and delivery of an unaccredited phonics scheme has led to poor data outcomes for phonics at key stage one and gaps for pupils moving into key stage two

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 2021/22	Success Criteria	Reviewed 2022 Red- unmet, Amber- Partially met, Green- met
Raised Parental Engagement in Curriculum and improved Home Learning Environment for our Early Years Pupils	<ul style="list-style-type: none"> - Parents aware of AREs for each year group - Parents aware of what is taught and how at Eastway - Parents aware of how best to support pupils with their learning at home - Parents trained to support with homework - Successful Reading Partners trained - PEEP programme run - FYT to train school staff in delivering EYFS HLE parenting classes - Little Explorers run - Family Works run - Triple P Programme run - Parent Class Reps focus on curriculum and share with other parents 	Positive feedback from families, improved engagement. Secured Leading Parent Partnership Award
Eastway is an attachment friendly and trauma informed school that understands children's barriers to learning and seeks to remove them	<ul style="list-style-type: none"> - Universal training and PG Cert with University of Chester - LA Pilot School for Attachment, Trauma and Mental Health- two positive whole school audits completed - All children have access to daily sensory regulatory experiences in school - SENCo trained in Sensory Profiling - School has accessible and appropriate sensory equipment - School has four sensory rooms and breakout spaces for regulation - Bank of resources for sensory, grounding and regulation in each class - SEMH needs identified - SEMH team established - AFiT Tool introduced access school for our vulnerable pupils - Thrive and Boxhall Profile used to monitor the impact of SEMH interventions - Behaviour Regulation policy is fully embedded across school - All staff are fully trained in ATMH 	Eastway used as a model of excellent practice and supporting other schools
Eastway's culture of Reading is embraced by all children, staff, parents and community and ensures that no child is disadvantaged	<ul style="list-style-type: none"> - All children enjoy reading - Staff promote a genuine love of reading - Children have free access to high quality books - Children's reading has an impact on their writing - Children have access to a range of authors and text types - Children meet positive role models for reading - Parents are engaged with reading - Children are exposed to a wide range of vocabulary - Children access both the school and local library regularly - Children chose to read and enjoy sharing books with their friends - Children are motivated to improve their reading ability - Children make links with other schools - Improvement in % reaching GD in Reading for PP children - Improvement in progress score for disadvantaged pupils end of KS2 - Support for families to encourage and promote reading at home - Reading Volunteers ensure that children are read to and with daily - Our children are exposed to daily reading in class - Eastway has an amazing library and reading spaces across school that are well used and loved by all 	New phonics scheme introduced June 2022 needs to embed and measure impact New English Lead and improvement team in place from Sept 22 to further raise standards
The gap between disadvantaged and non-disadvantaged children's progress and attainment has narrowed in all areas and diminished in some	<ul style="list-style-type: none"> - Children are carefully tracked and monitored in all subjects - Interventions carefully planned and matched to needs to ensure impact - Class teachers and subject leaders have responsibility for tracking vulnerable groups and measuring impact of intervention and approaches - Additional funding is used well to ensure that it directly impacts on outcomes for children - All staff are confident in their awareness of barriers to learning and how to successfully address - Leader, including governors, regularly monitor the impact of Pupil Premium strategies, outcomes and spending - High quality training, resources and approaches are adopted through a rigorous process and research led 	The gap in EYFS & KS1 remains closed and carefully monitored. The DA gap has widened in end of KS2 outcomes, particularly in KS2

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: £102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Deputy Headteacher to work with Year 6 cohort to allow cohort to be taught as two small classes with a focus on Maths lead providing small group teaching for maths catch up.</i></p> <p>£41,978 Including on costs.</p>	<p>Small group tuition (+4 months - EEF Toolkit)</p> <p>Collaborative Learning (+5 months - EEF Tkit) Feedback (+8 months - EEF Toolkit)</p> <p>Smaller class sizes mean disadvantaged pupils can access more of teachers' time through Quality First Teaching Challenge and innovation will increase pupils self - motivation to reach higher standards.</p>	2,3
<p><i>Academic Mentor appointed to lead all interventions and small group catch up groups. They will also facilitate KS2 Phonics Groups to address phonics gaps and make accelerated progress in reading</i></p> <p>£24,400 Including on costs</p>	<p>EEF (+4)</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. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	9, 10, 12
<p><i>Full review of teaching of English at Eastway</i></p> <p><i>Literacy Counts training for all staff</i></p> <p><i>English Hub to review the teaching of phonics, DfE Approved scheme and early reading impact</i></p> <p><i>Costs to release staff £5000</i></p>	<p>EEF guide to pupil premium - tiered approach - teaching is the top priority, including CPD.</p> <p>Focus on external review of current practice to ensure that leaders are supported in the direction made for CPD and support for improvements in the teaching of English and to provide bespoke, high quality CPD for all staff</p>	
<p><i>Excellence in Teaching 2 Year Programme introduced in Summer Term 2023</i></p> <p><i>Focused on research based pedagogy</i></p> <p><i>Resources, CPD and staff release time</i></p>	<p>"High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom"</p> <p>EEF Guidance on the impact of high quality professional development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	

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

Budgeted cost: £47,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Academic Mentor appointed to lead all interventions and small group catch up groups in KS1 and SEN resource base provision.</i></p> <p><i>£24,400 Including on costs</i></p>	<p>EEF (+4)</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. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>9, 10, 12</p>
<p>Interventions for Targeted PP Support on Language Acquisition in EYs and Reading across school</p> <p><i>Review current interventions used for SEN pupils, training for staff and purchase new high quality programmes to be delivered across school</i></p> <p><i>Additional Private SALT training and face to face consultations and therapy fortnightly</i></p> <p><i>£10,000</i></p>	<p>Reading Comprehension Strategies</p> <p>(+6months - EEF Toolkit)</p> <p>Early Years interventions (+5 months - EEF Toolkit) Oral language interventions (+5 months - EEF Toolkit) Phonics (+4 months - EEF Toolkit)</p>	
<p>Additional TA support across EYFS for speech, language and communication interventions including</p> <ul style="list-style-type: none"> - WELLCOM - NELI - NHS SALT Programmes - ELKLAN Training for L3 S&L TA <p><i>£13, 000</i></p>	<p>Early Years interventions (+5 months - EEF Toolkit) Oral language interventions (+5 months - EEF Toolkit) Phonics (+4 months - EEF Toolkit)</p>	

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

Budgeted cost: £ 90000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Thrive worker to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour.</i></p> <p>TA L5 Enhanced - £23,546</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning - interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	5
<p>Direct support for pupils with additional vulnerabilities (inc SEMH & SEN interventions) following our new behaviour regulation policy and attachment friendly, trauma informed and mental health aware practice</p> <p>University of Chester and Wirral LA Pilot School for ATMH</p>	<p>Research (Jensen, 2009) states that certain emotions are hardwired in our DNA but many need to be taught. Research 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)</p> <p>Social and Emotional learning +4 months (EEF Toolkit)</p>	
<p>Additional Support for vulnerable families and pupils Learning & Behaviour Mentor Family Support & Wellbeing Lead</p> <p>SD & DC salary £30876 £19857</p> <p>Cost for Pastoral Team staffing 2020/21 £51857</p> <p>ADHD Foundation SLA</p>	<p>Social and Emotional learning +4 months (EEF Toolkit) Behaviour interventions +3 months (EEF Toolkit)</p> <p>Parental engagement +3 months (EEF Toolkit)</p>	
<p><i>Learning Outside the Classroom</i></p> <p><i>Extended outdoor learning provision to include Forest Schools for all Early Years classes</i></p>	<p>Outdoor Adventure Learning (+4 months - EEF Toolkit)</p> <p>Early Years interventions (+5 months - EEF Toolkit) Oral language interventions (+5 months - EEF Toolkit)</p>	
<p><i>Sensory Provision Across School</i></p> <p><i>Sensory Processing Training</i></p> <p><i>Daily sensory circuits set up in the hall</i></p>		

<p><i>Two additional sensory rooms developed</i></p> <p><i>Breakout spaces delivered across school and sensory regulation resources provided for all classes</i></p>		
<p>Raising Parental Engagement in Curriculum and improving Home Learning Environment for our Early Years Pupils Foundation Years Trust (FYT) SLA, release time for UP3 Teacher- Parental Engagement Lead PEEP sessions, The Hub, Family Works</p> <ul style="list-style-type: none"> • Parents aware of AREs for each year group • Parents aware of what is taught and how at Eastway • Parents aware of how best to support pupils with their learning at home • Parents trained to support with homework • Successful Reading Partners trained • PEEP programme run • FYT to train school staff in delivering EYFS HLE parenting classes • Little Explorers run • Family Works run • Triple P Programme run • Parent Class Reps focus on curriculum and share with other parents 	<p>Feedback from Parental Engagement study in school 2019</p> <p>Data analysis of HLE with FYT 2019</p> <p>Parental Engagement (+4 months - EEF Tkit)</p> <p>Early Years Intervention (+5months - EEF Toolkit)</p>	

Total budgeted cost: £ 239,400

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

End of EYFS Outcomes for a Good Level of Development, demonstrate that the disadvantaged gaps remains closed and our early years pupil premium children make accelerated progress from their starting points. The focus on speech, language and communication has addressed the gaps identified in baseline data to ensure this barrier is removed in the early years.

Pupil Premium children outperformed non Pupil Premium children in Year 1 and Year 2 Phonics Screening Checks.

At the end of Key Stage One the gap remains diminished in Reading, Writing and Maths for children securing age related expectations.

End KS2 outcomes

	Reading test			GPaS test			Maths test			Writing TA		RWM combined	
	Av. Scaled score	% at ARE+	% at GDS	Av. Scaled score	% at ARE+	% at GDS	Av. Scaled score	% at ARE+	% at GDS	% at ARE+	% at GDS	% at ARE+	% at GDS
All	97	36%	10%	100	45%	16%	100	52%	3%	52%	0%	32%	0%
National	105	74%	28%	105	79%	28%	104	71%	22%	69%	13%	59%	7%
Wirral	100	71%	25%	104	67%	23%	102	64%	19%	64%	10%	52%	6%
Cohort without base children	99	52%	12%	101	61%	16%	101	68%	4%	62%	0%	48%	0%
PP	97	28%	14%	98	38%	14%	99	48%	0%	48%	0%	24%	0%
nonPP	98	50%	0%	103	60%	20%	101	60%	10%	60%	0%	50%	0%

The outcomes for end of Key Stage Two look poor and concerning for our Pupil Premium children but in depth analysis and cohort specific information gathered indicates that the published data is not representative of teacher assessment, standards and outcomes in pupil books or progress made. However, writing continues to be an area for concern for our most disadvantaged pupils.

For non-academic progress, we continue to use SDQ, Boxhall Profile, Thrive Profile, Reach2Teach App, AFiT Tool and Pupil Feedback to track our vulnerable pupils and the impact of specific SEMH/ Nurture interventions

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
Confident with Number Programme	White Rose Maths