



## **Pupil Premium Review**

The primary aim of the school is to ensure that all children are able to access all aspects of the school's provision in order to achieve the highest standards of achievement and the greatest possible progress, in relation to children's individual starting points.

The Pupil Premium is funding provided to schools, which is additional to main school funding. It is allocated according to the number of pupil's on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After', in the care of the Local Authority, now or in the past. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families. From September 2012, this information must be published on the school website. Please see below for information regarding how the pupil premium was spent in the last financial year, the impact of this funding, and the plans for future spending.

### **Eastway's Rationale for Pupil Premium Spending**

At Eastway, our primary goal is to ensure that our children leave us as well-rounded citizens, fully prepared for the next stage in their education.

Looking at this in a little more detail we aim to ensure all our children:

- achieve as highly as they are able
- are academically prepared to thrive at secondary school
- find joy in success, be it academic, sporting, musical, artistic or another area
- are confident at building and maintaining positive relationships
- demonstrate kindness and respect to all people however different or similar they may be
- understand our school's values and why they are important
- have the beginnings of their own set of personal values
- have the self-esteem and self-confidence to make the most of their innate gifts and talents

To achieve these aims with our Pupil Premium children, we use the funding we receive in a variety of ways. Being a small school some of the interventions we put in place are shared by children who are not in receipt of Pupil Premium in order to make them viable and promote good progress for all children as well as Pupil Premium children.

Many of our interventions are linked directly to the curriculum and, in particular, core subjects:

- We provide additional support through small group teaching, 1:1 teaching and in-class support to accelerate progress in all areas of English and maths, as it is widely recognised that attainment in these subjects underpins success across the curriculum at secondary school level.
- We provide technology and access to relevant computer programs which are proven to support learning in the above subjects and across the wider curriculum.
- We provide a range of strategies to support the development of a love of literature and reading.
- We provide regular and sustained outdoor learning experiences for our youngest children with a key emphasis on developing speaking and listening skills, as well as social interaction and problem solving.



Alongside this academic input, we provide a range of interventions to address some of the issues children can experience in their early lives, which if ignored impact on their learning and success in the school environment. To understand the reasoning for these, it is helpful to look at Maslow's hierarchy of need.



This shows, starting at the base and working up towards the peak, what any human being needs in order to thrive. Where elements of this hierarchy are missing, the individual concerned will find it more difficult to fulfil their potential in life. As a school we work in close partnership with our families to ensure all our pupils have all the elements they need in order to achieve their potential. To this end, the school is sometimes able to use funding, following careful consideration of individual circumstances, to benefit children in the following ways:

- Help with sourcing uniform
- Funding for trips and visits
- Mentoring
- Counselling
- Secondary Transition work
- Effective Communication interventions
- Additional music and sports provision
- Extra clubs and activities
- Early Birds Club
- Social skills workshops and Play leaders & Infant Buddy work

We have focussed on providing a stable staffing structure at Eastway so that all adults get to know individuals really well. We feel that for our pupil premium children in particular, this will make a dramatic difference to their success. Knowing these children really well, so that their learning can be fully individualised, their needs are noticed and acted upon and their confidence built, is key to ensuring they have the best possible start in life. Some of our pupil premium children have experienced instability in their lives and potential instability and changes in staffing may be particularly damaging.



There is no expectation that all pupil premium children will receive identical support; indeed the allocation of budget for each child feeds into the schools budget for pupil premium, rather than being ring fenced for an individual child. Some children will need more than others and each child is individual with individual circumstances. The school considers how to allocate pupil premium money to different interventions and projects on an annual basis, following rigorous data analysis and careful consideration of the needs of the pupils within this group. We use information from the Sutton Trust Toolkit to research those interventions which provide the best results and value for money. In addition, we are looking at becoming part of local Partnership of School Pupil Premium Project which is researching the most effective interventions within the context of the area.

### **What was the impact of Pupil Premium last year - 2016/17**

The school carries out regular assessments to track pupil attainment and progress. This information is used to monitor and evaluate the impact of PPG and school funding. If your child takes part in an intervention programme we will measure how they are doing at the start of the programme, and the end so we can see the difference, and the progress made. Our positive data is a result of good teaching, learning support and resourcing provided in part by the Pupil Premium Grant funding.

We continued to use the funding this year to closely target Pupil Premium pupils, who have not previously met or are not on track to achieve age related expectations by the end of their year or not making expected progress at half termly progress meetings.

We will report to parents at 'Parents Evening' and in our Mid-Year Progress Report to parents in Spring Term; but if you would like any information on your child's progress please do not hesitate to talk to the class teacher at the end of the day to arrange a convenient time. Your daily support with any homework, daily reading and number facts is always so important and does make a big difference to children's learning. Please talk to the class teacher about how you could help.

Look out for our 'Meet the Teacher' evening and learning workshops where we will give you more information about how we teach your child and how you can help.

If you are not sure if your child could be entitled to Free School Meals please speak to our office, they will be glad to help you.

### **Year 6 outcomes for 2016/17 - End of Key Stage 2**

Pupil Premium Pupils → 13%

Non Pupil Premium Pupils → 50%

1. **Attainment** 2017 shows percentage of pupils who achieved expected standard and above at the end of Key Stage 2.

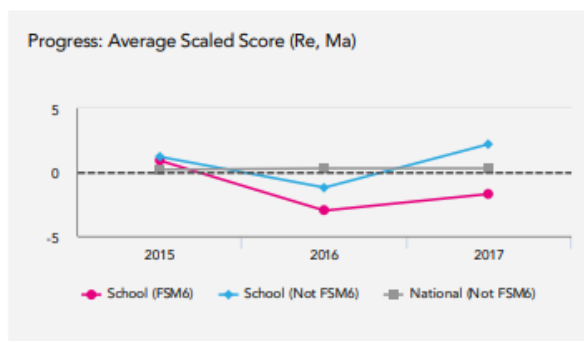
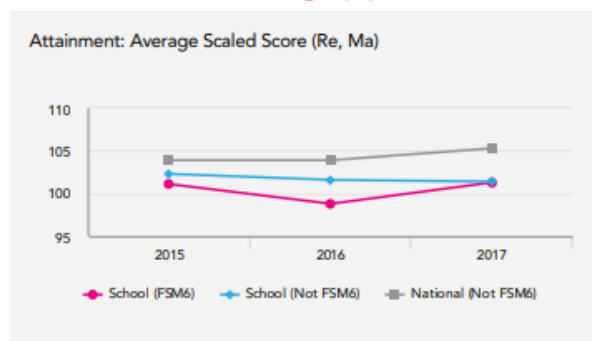
	All Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	School gap
Reading at expected standard and above	82%	86%	75%	+9%
Reading exceeding expected standard	14%	14%	13%	+1%
Writing at expected standard and above	77%	79%	75%	+4%
Writing exceeding expected standard	9%	0%	25%	-25%
Maths at expected standard and above	41%	50%	25%	+25%
Maths exceeding expected standard	9%	7%	13%	-6%
RWM at expected standard	36%	50%	13%	+37%
RWM exceeding expected standard	0%	0%	0%	-



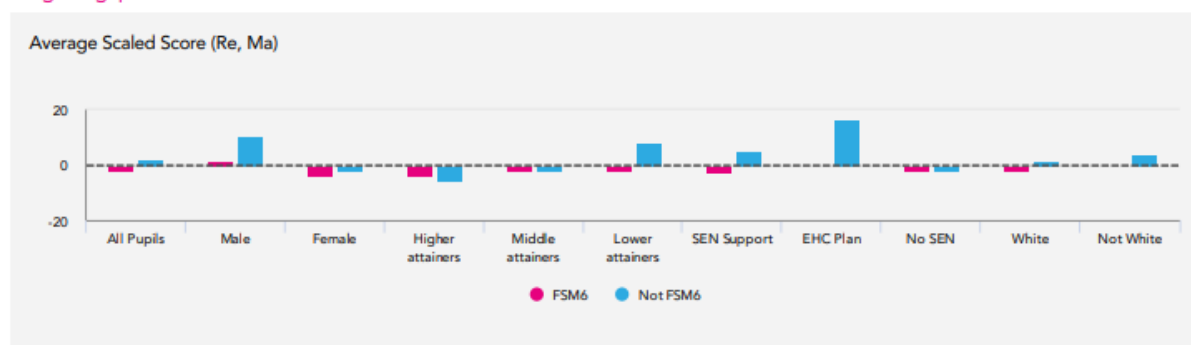
## Year 6 Progress for 2016/17 - End of Key Stage 2

### Disadvantaged pupils

#### KS2 Performance for disadvantaged pupils 2017



#### Progress gap



- Reading gap for disadvantaged pupils has narrowed from 2016 data, specifically in the scaled scores with only a 1.5 difference
- Reading progress
- Expected standard in Maths, although disadvantaged pupils outperformed non pupil premium children, there was a dip in the progress made by these pupils since 2016 in relation to prior attainment
- Less PP children exceeded in Maths
- In writing the disadvantaged pupils outperformed the non-disadvantaged by 4%, progress gap has widened for the school, it is now in line with National. The attainment gap has narrowed since 2016.
- No disadvantaged pupil achieved the higher standard in writing
- Our disadvantaged pupils outperformed our non FSM pupils by 37% in terms of meeting expected standard for Reading, Writing and Maths. Although the gap for the scaled score gap for Maths and reading has diminished, it still remains below national. Progress overall for our disadvantaged pupils is improving but still remains below National, and was above in 2015.



## Year 2 outcomes for 2016 - 2017 - End of Key Stage 1

Pupil Premium Pupils → 50%

Non Pupil Premium Pupils → 55%

**Attainment** shows percentage of pupils who achieved the following standard at the end of Key Stage 1.

	All Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	School gap
Reading at expected standard	62%	61%	64%	-4%
Reading greater depth	17%	22%	9%	+13%
Writing at expected standard	55%	56%	55%	+1%
Writing greater depth	10%	11%	9%	+2%
Maths at expected standard	66%	61%	73%	-12%
Maths greater depth	17%	17%	18%	-1%
R W M at expected standard	52%	50%	55%	-5%
RWM exceeding expected standard	7%	11%	0%	+11%

- Reading gap has narrowed for expected standard and disadvantaged pupils outperformed non pupil premium pupils in the higher standard. Progress in reading is good for our disadvantaged pupils but still below national.
- Although the progress gap in maths has widened since 2016, and is still below national, our disadvantaged pupils achieving higher standard has risen and the gap for higher attaining pupils has almost diminished completely.
- The gap between disadvantaged and non-disadvantaged writers achieving expected standard and higher standard has diminished. Our Pupil premium children are still below national but it is improved since 2016. Our disadvantaged pupils had greater progress than all other pupils and is now closer to National Expectations.
- Overall for Reading, Writing and Maths the gap in attainment is narrower this year. And our disadvantaged pupils made greater progress than our non pupil premium children in 2017 and the gap between the national expectation is narrowing.

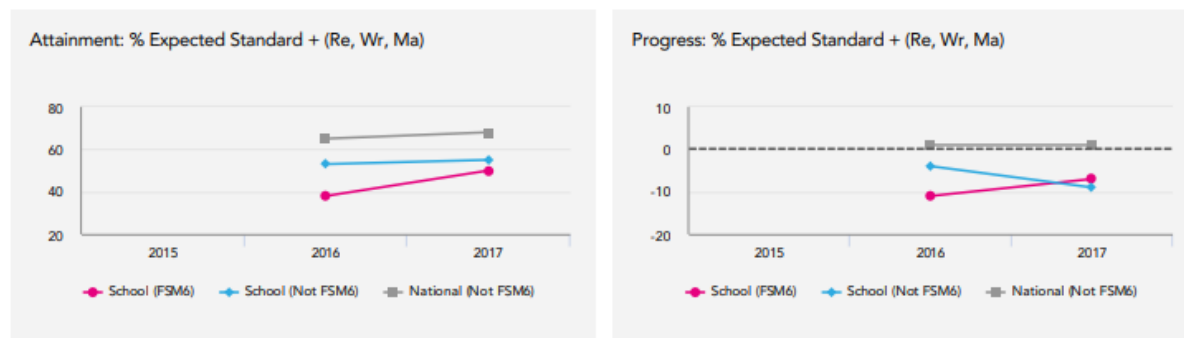


## Year 2 Progress for 2016/17 - End of Key Stage

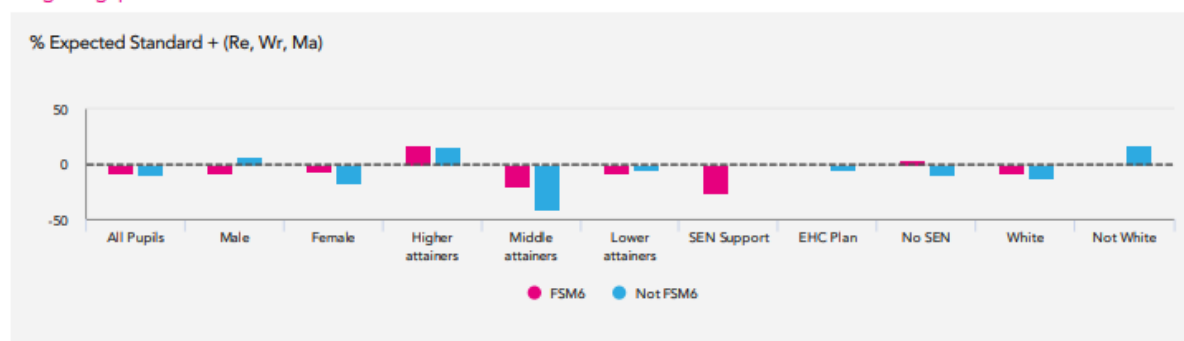
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### Disadvantaged pupils

KS1 Performance for disadvantaged pupils 2017



### Progress gap



## Phonics Screening Outcomes

The chart shows the percentage of pupils reaching the expected standard (pass mark of 32 out of 40) in the Year 1 Phonics Screening.  
Local Authority 76% and National 81%

	Average Mark	% children achieved	% children achieved in Year 2
All pupils	35.1	77%	97%
Pupil Premium	34.8	67%	94%
Non pupil Premium	35.2	84%	100%
In school gap	-0.4	-17%	-6%

Although the gap has narrowed from 2016, specifically in the average pass mark score, the gap between our disadvantaged pupils and non-disadvantaged pupils remains. This will need to be a priority again for 2017/18 School Improvement.



### **Foundation 2 outcomes for 2016- 2017**

Pupil Premium Pupils - 58%

Non pupil premium Pupils - 46%

	All Pupils achieving GLD	Pupil Premium Pupils	Non Pupil Premium Pupils	School Gap
Good Level of development 2015	69%	60%	79%	-19%
Good Level of development 2016	66%	55%	72%	-17%
Good Level of Development 2017	50%	58%	46%	+12%

The gap between our disadvantaged and non-disadvantaged has been narrowing since 2015 and last year our pupil premium children outperformed our other pupils by 12%. This may be attributed to the opening of our 2 Year Old provision in 2014, ensuring that those disadvantaged pupils received quality intervention and support during their 3 years in Eastway Early Years provision.