



Pupil Premium & Recover Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 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	238
Proportion (%) of pupil premium eligible pupils	53%
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	July 2022
Statement authorised by	Governors on 20 th October 2021
Pupil premium lead	Emily Morris, Head teacher
Governor / Trustee lead	Lyn Eaton, Co-opted Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174405 (2020/21) PP 21/22 Ever 6 for 102 pupils = £137,190 Post LAC 4 pupils = £9,380 Service 4 pupils = £1,240 LAC 11 pupils = £25,795 Total = £173,605 EYPP 9 pupils = £1,984 £175, 589 (2021/22)
Recovery premium funding allocation this academic year	£17,000 102 Ever 6 PP, 3 post LAC and 9 LAC @ £145 each

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£192,589

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 'home-grown' 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 lockdown 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 COVID lost learning.

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
 - How we consider the impact of COVID related lost learning time and school days on our most vulnerable pupils
 - Ensure the Recover Premium funding is allocated well to ensure that it is targeted for the best possible support 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 good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes in key year groups thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained 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 Age Related Expectations
- Additional learning support.
- 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
2 External	Poor access to enriching experiences, extra-curricular activities and participation in clubs (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 by lockdown and the ongoing impact of the COVID19 pandemic
7 Internal	Speech, Communication and Language Acquisition, particularly in Early Years
8 Internal	Specific Social, Emotional and Mental Health needs that affect the ability to access learning. Particularly the impact of COVID 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 lockdown, particularly Key Stage Two Maths
11 Internal	Children not transferring their skills to their writing across school
12 Internal	Lost learning time and in consistencies for those at home and in school sessions due to COVID pandemic

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
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

	<ul style="list-style-type: none"> - Family Works run - Triple P Programme run - Parent Class Reps focus on curriculum and share with other parents
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 - 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 2020 is fully embedded across school - All staff are fully trained in ATMH
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
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 are 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

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>Teacher appointed to work within Year 5 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)</p> <p>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>	10, 12
<p><i>Newly appointed teacher to deliver high quality intervention in the teaching of Maths and catch up programmes in Key Stage Two</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>	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>Day 1: audit of current practice (looking at books and a learning walk) and action planning with our English subject lead and senior leadership team Day 2: modelling guided writing sessions (and any other issues raised through the audit) in classes and a staff meeting to introduce changes in the action plan Day 3: training and modelling of effective writing interventions for children working below that will close the gap to ARE</p> <p><i>English Hub to review the teaching of phonics, DfE Approved scheme and early reading impact</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>	10, 11, 12

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring (first £9744 NTP funded) L5 enhanced TA (remainder of salary £13802)</p> <p>20 children to receive 1:1 catch up provision from NTP 30 hours @ £684 per child x 22 =£15,048 after subsidy</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>Having analysed our cohorts we have identified that the Year 5 cohort need support to address gaps in maths.</p> <p>Due to Covid we have identified that Science and Writing within Year 6 has some gaps that could be effectively addressed through intensive tuition</p> <p>We have also identified the Year 3 cohort as needing intervention and therefore will access NTP tutoring for Maths and English with SEN children accessing 1:1 provision to narrow the gaps</p>	10, 11, 12
<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>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>	7, 12
<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 	<p>Early Years interventions (+5 months - EEF Toolkit) Oral language interventions (+5 months - EEF Toolkit) Phonics (+4 months - EEF Toolkit)</p>	7, 12

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)</p>	3, 4, 6, 8

	<p>their peers, teachers, family and community. These include specialised programmes, which are targeted at students with particular social or emotional needs.</p>	
<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>	3, 4, 6, 8
<p>Additional Support for vulnerable families and pupils Learning & Behaviour Mentor Family Support & Wellbeing Lead SD & DC salary £30876 £19857 Cost for Pastoral Team staffing 2020/21 £51857 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>	3, 4, 6, 8
<p><i>Learning Outside the Classroom</i> <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>	2, 7, 12
<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 	<p>Feedback from Parental Engagement study in school 2019 Data analysis of HLE with FYT 2019 Parental Engagement (+4 months - EEF Toolkit) Early Years Intervention (+5months - EEF Toolkit)</p>	1, 4, 6, 7

<ul style="list-style-type: none">• Parent Class Reps focus on curriculum and share with other parents		
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Total budgeted cost: £ 217, 000- overspend subsidised through HAF and school budget

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

However, we have continued to use internal data (standardised tests and teacher assessment) to track the progress and attainment of all of our pupils throughout the last two years. This has included pilot for Reception Baseline, new EYFS Framework and Multiplication Check. This has enabled us evaluate the impact of lockdown and ongoing disruption to in school learning has had across all cohorts, specific groups of pupils and subjects. This has enabled us to plan specifically for catch up, targeted support and intervention.

In 2020/21, we were a pilot school for EEF/FFT Aspire to track pupils' progress and attainment through lockdown and beyond.

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

During COVID related school closure we kept accurate records of children attending school and those at home engaging in learning. Case Studies were completed for key pupils.

We also have internal data demonstrating the impact of interventions delivered in school and those run by National Tutoring Partners.

Externally provided programmes

Programme	Provider
Lightening Squad	FFT
English Catch Up	Pearson
SEND 1:1 Catch Up Literacy	Real Group Ltd