

Pupil Premium Strategy Statement: Eastfield Primary School

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	Eastfield Primary School
Number of pupils in school	401 Primary – Reception to Y6 (age 4-11)
Proportion (%) of pupil premium eligible pupils	231 ch. (57.61%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years 2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mrs Sarah Hay (HT)
Pupil premium lead	Mrs Helen Bird (DHT)
Governor lead	Mrs Trish Simms

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310,695
Recovery premium funding allocation this academic year	£33,495
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	£344,190

Tutoring Funding

In addition, for 2021-2022, we have also been given a ring-fenced grant to source tutoring provision for disadvantaged and vulnerable children who have missed their education due to COVID-19.

URN	104342
LAESTAB	3362104
LA Name	Wolverhampton
School	Eastfield Primary School
Type	Community School
Number of Mainstream Funded Pupils	127
Number of Mainstream Funded Hours	1905
Allocation for Mainstream Funded Pupils (75% of total expected costs)	£25,717.50
Autumn 2021 Payment	£7,500.94
Total Allocation (75% of total expected costs)	£25,717.50

Part A: Pupil premium strategy plan

Statement of intent

Eastfield Primary School is situated in an inner-city area and, whilst pupils come from a wide range of social economic circumstances, many families experience high levels of social and economic disadvantage. The school deprivation indicator is within quintile 5, one of the highest indicators of social and economic deprivation. As a result, we have a much higher proportion of pupils eligible for the Pupil Premium Grant. Historically, these pupils have done well at Eastfield Primary, making progress, from low starting points and achieving largely in line with their non-eligible peers. We have robust systems in place to ensure that academic progress and attainment are tracked and monitored for all eligible pupils and measures are put in place to support children where appropriate.

We are a nurturing school, our pupils feel happy and safe here and, as a result, learn well. The recruitment of a Family liaison and safeguarding officer, as well as a Behaviour and Welfare Officer (currently on maternity leave) has enabled us to further develop links with families and support the wider well-being of our children.

As is the case with schools nationally, school closures due to Covid-19 have impacted on all pupils with the greatest impact evident for disadvantaged pupils. The gap that we had worked tirelessly to close between disadvantaged and non-disadvantaged pupils has widened. Therefore, our biggest intention for the spending of both Pupil Premium and Recovery Premium is to narrow and close this gap once again.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

As in previous years, our strategy is centred around the EEF's tiered approach which identifies 3 tiers for spending:

1. Teaching
2. Targeted academic support
3. Wider Strategies

The details of this can be found below:

The focus for Pupil Premium funding this year is to stabilise Pupil Premium families and raise expectations with more pastoral support and challenge following a previous prolonged lockdown.

Challenges

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

Challenge number	Detail of challenge
1	Attainment on entry to Reception for many children is below developmental expectations as a direct result of lack of Early Years education for pupils joining the school as a result of Covid-19.
2	Attainment gap between disadvantaged pupils and all other pupils. This gap has increased due to implications of COVID-19.
3	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Writing across school is the weakest area and we have seen pupil's stamina for writing impacted by lockdown, particularly for boys and pupils with SEND. This has resulted in significant knowledge gaps for many of our disadvantaged pupils leading to pupils falling further behind age-related expectations, especially in writing.
5	A large proportion of PP pupils, of which a significant number are boys , also have Special Educational Needs or Disability. (SEND)
6	Low attendance and punctuality rates of some PP Pupils and pupils with SEND.
7	Lack of aspirations for the future for some of our PP families.
8	Emotional well-being, social and behavioural needs that impact upon learning.

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.

Challenge number	Intended outcome	Success criteria
1	PP children who enter Reception with exceptionally low starting points make better than expected progress from their baseline assessments.	Targeted PP children achieve EXS at the end of Reception and the percentage of children who achieve a Good Level of Development is at least in line with the LA
2	PP children make better than expected progress to catch up with their peers.	Attainment gap between PP and xPP pupils is narrowed.

		<p>Attainment of our PP pupils will be comparable to LA data for PP in Reading, Writing and Maths.</p> <p>Phonics Screening – PP pupils achieve roughly in line with PP pupils in Wolverhampton and nationally.</p>
3	Improved oral language skills and vocabulary among disadvantaged pupils.	Pupils understanding of a wider range of words and their language acquisition is further developed and embedded. This is evident through pupil written work and pupil / staff conversations.
4	Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that 85% of disadvantaged pupils met the expected standard. Attainment of our PP pupils will be comparable to their xPP peers.
5	Swift and accurate diagnosis of PP SEND pupils' needs so that school staff can plan and deliver a tailored programme of learning that is bespoke to their needs, utilising outside agency help where necessary, to ensure that PP pupils with SEND progress through their individual targets.	The attainment and progress of those PP pupils with SEND needs improves as they close the gaps in their learning. The percentage of PP/SEND children who make accelerated progress increases.
6	<p>As a result of consistent challenge and support, with additional assistance from the Education Welfare Officer as necessary, and rewards and incentives there has been:</p> <ul style="list-style-type: none"> • an improvement in the attendance of PP pupils • a reduction in the number of persistent lates for PP Pupils 	<p>The number of PP children considered to be persistent absentees decreases to 10% or below.</p> <p>The attendance of PP children continues to improve and is at least in line with National expectations (96%).</p> <p>There is a decrease in the number of sessions that PP Pupils attend late.</p>
7	PP children have higher future aspirations having been inspired by visits from positive role models and having met with successful role models in the wider community on extra-curricular visits. They expand their knowledge and understanding of the world of work, the types of jobs there are and different career paths they could take.	Pupil surveys record that student aspirations have increased and that there is a culture of self-belief in all PP pupils.

8	Social, Emotional and Mental Health barriers to learning of SEMH/PP Pupils are addressed through the RSE curriculum and PSHE scheme of work including the WELL passport and nurture group sessions.	<p>All SEMH/ PP pupils accessing interventions have fewer behaviour incidents.</p> <p>All SEMH/ PP pupils are more self-aware about their mental health and well-being and can express their emotions effectively, using appropriate vocabulary.</p> <p>All SEMH/ PP pupils are better able to use self-regulation and self-calming strategies to help deal with strong emotions.</p> <p>Pupils enjoy coming to school, all children feel that they can succeed regardless of their academic ability. (Pupil voice).</p>
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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: £71,248.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
New AHT role – supporting and modelling, raising standards in teaching/supporting staff £67,740	EEF Pupil Premium guidance – ‘Access to quality first teaching is the first priority, this is the tier that has the biggest impact on a child’s attainment.’	1, 2 and 4
CPI instructor safety intervention training for the AHT £2500	Universal approaches can have positive overall effects.	8
Whole staff training on CRISIS management with the aim of developing our school ethos and improving behaviour across school. £347.00	EEF Pupil Premium guidance – ‘Access to quality first teaching is the first priority, this is the tier that has the biggest impact on a child’s attainment.’ Both targeted interventions and universal approaches can have positive overall effects:	8

<p>Maths Mastery CPD for all teaching staff</p> <p>£325.81</p>	<p>EEF Pupil Premium guidance – ‘Access to quality first teaching is the priority, this is the tier that has the biggest impact on a child’s attainment.’</p> <p>Carefully chosen CPD will ensure that all staff are up to date with any changes in the curriculum whilst also refreshing their ideas on teaching and learning.</p> <p>EEF Toolkit:</p> <p>+5 months – Mastery Learning</p>	1 and 2
<p>Take part in a DfE approved trial programme for phonics to secure stronger phonics teaching for all pupils.</p> <p>No cost</p>	<p>Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils</p> <p>EEF Toolkit:</p> <p>+5 months - phonics</p>	1, 2 and 3
<p>Kinetic Letters training (INSET) to improve handwriting standards of disadvantaged pupils which suffered so much during lockdown.</p> <p>£336.18</p>	<p>EEF Pupil Premium guidance – ‘Access to quality first teaching is the first priority, this is the tier that has the biggest impact on a child’s attainment.’</p>	4

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

Budgeted cost: £167,348.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>EEF Toolkit:</p> <p>+5 months - one to one tuition</p> <p>EEF Toolkit:</p> <p>+4 months – small group tuition</p>	1 and 2
<p>4x Support staff to take part in 11 hours of training ready for the National Tutoring Programme.</p>	<p>EEF Toolkit:</p> <p>+4 months – small group tuition</p>	2

£581.02 for 11hrs training each	+4 months -Teaching Assistant led interventions	
Purchasing a maths exercise book for the Year 6 Tutoring Club. £137.92	EEF Toolkit: +4 months – small group tuition +4 months -Teaching Assistant led interventions	2
Year 6 Tutoring Club – Support staff run a package of tutoring with identified children for 15 hours to cover identified gaps in their maths learning (as part of The National Tutoring Programme). £792.30	EEF Toolkit: +4 months – small group tuition +4 months -Teaching Assistant led interventions	2
Year 5 Tutoring Club – Support staff run a package of tutoring with identified children for 15 hours to cover identified gaps in their maths learning (as part of The National Tutoring Programme). £792.30	EEF Toolkit: +4 months – small group tuition +4 months -Teaching Assistant led interventions	2
Year 4 Tutoring Club – Support staff run a package of tutoring with identified children for 15 hours to cover identified gaps in their maths learning (as part of The National Tutoring Programme). £792.30	EEF Toolkit: +4 months – small group tuition +4 months -Teaching Assistant led interventions	2
HLTA to run language development programmes to improve vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. £28,620	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF Toolkit: +6 months – Oral language interventions +4 months -Teaching Assistant led interventions	3

Purchasing a Language Screening Tool. £375	EEF Toolkit: +4 months – small group tuition +4 months -Teaching Assistant led interventions	2
3 x HLTAs have a designated caseload of PP / pupils with SEND who need targeted intervention £97,788	EEF Toolkit: +6 months – Oral language interventions +4 months -Teaching Assistant led interventions	1, 2, 3, 4 and 5
Additional L2 TA support in Reception £19,872	EEF Toolkit: +6 months – Oral language interventions +4 months -Teaching Assistant led interventions	5
SEN and Well-being Teacher to run sessions for Lego Based Therapy with SEMH learners £412.92	EEF Toolkit: +4 months – Social and Emotional Learning	2, 3 and 8
SLA for SEN specialist teacher £17,185	EEF Toolkit: +4 months – small group tuition +4 months -Teaching Assistant led interventions	2

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

Budgeted cost: £107,247

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school. £347.00	Both targeted interventions and universal approaches can have positive overall effects: EEF Toolkit: +4 months – Behavioural interventions	8
Raising the attendance of pupils with SEND is a key target. We buy extra Educational Welfare Officer hours on top of the LA's statutory work in part	EEF guidance for Using Pupil Premium funding effectively: You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly	6

to encourage good attendance of PP pupils. £10,476	important now, given the impact of Covid-19.”	
Family liaison and safeguarding officer – working with pupils and families. Building positive relationships, addressing needs for support, SEMH. £40,152	EEF Toolkit: +4 months - Parental engagement +4 months – Behavioural interventions	7 and 8
SEN and Well-being Teacher employed £29,021	EEF Toolkit: +4 months – Social and Emotional Learning	5 and 8
FSM Eligibility Checking (full cost) - Many families do not claim FSM and this service allows us to identify via National Insurance numbers who is eligible, so no child loses out. £922	EEF guidance for Using Pupil Premium funding effectively: You can spend your pupil premium on non-academic interventions, such as improving pupils’ attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19.”	
SLA for additional LA EP support £18,540		5 and 8
Employ additional EP support £7,789		
Develop relationships with children and families through regular contact with the inclusion team, check ins on the gates, over the phone and at the end of the school day, use of the Early Help process and workshops within school.	EEF Toolkit: +4 months – Parental Engagement	5 and 7

Total budgeted cost: £71,248.99 + £167,348.76 + £107,247 = £345,844.75

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum and the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our remote learning offer to maintain a high-quality curriculum, which was aided by use of online resources such as Purple Mash, Mathletics, Reading Eggs, Charanga / Yumu and TT Rockstars.

The attendance gap in 2020 was larger than in previous years due to the impact of the pandemic with children unable to attend school. Historical data suggested that the gap between PP and Non-PP has increased over the past 3 years and will therefore be a focus in 2021-2022:

2/9/2018 - gap 1.33%, 2/9/2019 - gap 1.77%, 2/9/2020 - gap 3.85%

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Aim	Outcome
Increased progress for PP pupils working below expected ARE (children who are WTS)	PP children need intervention to make rapid and sustained rates of progress (All classes have a L2 TA £211,006). Progress has been limited by school

	closure. Children who were working below ARE are still working as WTS.
Improve progress in Reading	Not all pupils eligible for PP made the rapid progress needed by the end of the year. Reading progress improved for PP children in reception, Y1 and Y2 but this was not shown for the rest of the school. Progress has been limited by school closure.
Improve progress in Writing	Not all pupils eligible for PP made the rapid progress needed by the end of the year. Writing progress improved for PP children in reception and Y3 but this was not shown for the rest of the school. Writing progress has been particularly affected by school closure with core strength and fine motor skills declining.
Improve progress in Mathematics	Not all pupils eligible for PP made the rapid progress needed by the end of the year. Maths progress improved for PP children in Y4 but this was not shown for the rest of the school. Progress has been limited by school closure with children's fluency being the most affected. Feedback from disadvantaged parents often showed their own fear of Maths and misunderstanding of methods.
Accelerate boy's progress and close gender gap by teaching an outdoor curriculum with a Kingswood teacher secondment.	<p>Reading – Boy's gender gap closed in Y2, Y3 and Y6 and was inline with girls in Y5.</p> <p>There was still a significant gender gap in reception and Y1.</p> <p>Writing – Boy's gender gap closed in Y1 and Y2 but grew in Y3, Y4, Y5 and Y6.</p> <p>Maths – Boy's gender gap closed in Y1, Y2 and Y3 and was inline in Y5 but grew in Y4 and Y6.</p> <p>Limited improvement due to lockdown, absence rates and school closures.</p>

Close the gender gap between boys and girls in phonic check scores	Progress in phonics has been limited by school closure. Based on internal data, only 58% of the cohort would have passed the check, but of this 64% of the boys would have passed in comparison to 52% of girls. Gap therefore improved.
Improve attendance of disadvantaged pupils and close the gap on National.	<p>Limited improvement due to lockdown and school closures. School's absence rates are still higher than National.</p> <p>PP children have an authorised absence of 3.7% which is 1.1% higher than national.</p> <p>PP children have an unauthorised absence of 3.3% which is 2.4% higher than national.</p> <p>PP children have a persistent absence of 21.3% which is 11.5% higher than national.</p> <p>New punctuality and attendance focus in 2021-2024.</p> <p>Our Attendance target for individual pupils for 2021/2022 is 97%.</p>

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
TTRockstars	Maths Circle Ltd.
White Rose Maths	White Rose Maths
Power Maths	Pearson