

Pupil Premium Strategy Statement: Eastfield Primary School

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 strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Eastfield Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3 years 2023 – 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2026
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	£311,370

Recovery premium funding allocation this academic year	£31,030
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	£342,400

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, 25.5% higher than the National average of 26.7%. Historically, these pupils have done well at Eastfield Primary School, making progress, from low starting points and achieving largely in line with their non-eligible peers. We have systems in place to ensure that academic progress and attainment are tracked and monitored for all eligible pupils and support is put in place where appropriate.

As is the case with schools nationally, school closures due to Covid-19 impacted on all pupils with the greatest impact being for disadvantaged pupils. The gap that we had worked tirelessly to close between disadvantaged and non-disadvantaged pupils widened. Therefore, our biggest intention for the spending of Pupil Premium is that all pupils, irrespective of their background or the challenges they face, make progress, and achieve secure attainment across all subject areas. High-quality teaching will be at the heart of our approach, with a focus on areas where disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The recruitment of a Family liaison and safeguarding officer, as well as a Behaviour and Welfare Officer has enabled us to further develop links with families and support the wider well-being of our children.

Objectives

- To improve outcomes for disadvantaged pupils.
- To ensure that outcomes for PP pupils are in line with National and LA data.
- To ensure that staff are aware of the needs of disadvantaged pupils in their classes.
- To target disadvantaged pupils who require catch-up through intervention programmes and tutoring.

To be highly successful in meeting the objectives for improvement, we will:

- Analyse which PP pupils are underachieving, particularly in English and maths, and why.
- Draw on research evidence (such as the EEF) to allocate the funding to the activities that are most likely to have significant impact on improving achievement.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Be clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. *Quality First Teaching is essential.*
- Use data to frequently check whether interventions or strategies are working and adjust accordingly.
- Make sure that support staff understand their role in helping pupils to achieve.
- Ensure that all adults working within school know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Provide support to improve attendance, behaviour, or links with families where these are barriers to a pupil's learning.

The key principles of our strategy are based around the EEF’s Pupil Premium guidance, with regards to:

- Following the EEF’s five-point plan:
- Using evidence and analysis of data to help meet the targets of the plan.
- Using the three-tiered approach set out by the DfE:
 1. Teaching – Professional development, support for ECTs, recruitment & retention, effective teachers being in front of the right pupils and teachers being supported to keep improving.
 2. Targeted academic support – teachers and support staff identifying who needs support, why they need it and how it will be delivered.
 3. Wider strategies – improving attendance, behaviour, well-being, and pupils’ cultural capital.
- Maintaining quality first teaching as the most important lever in improving the outcomes of disadvantaged pupils.

Our five point plan can help you plan, implement, monitor, and sustain an effective Pupil Premium strategy.

Step 1	Diagnose your pupils’ needs
Step 2	Use strong evidence to support your strategy
Step 3	Develop your strategy
Step 4	Implement your strategy
Step 5	Monitor and evaluate your strategy

Challenges

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

Challenge No.	Detail of challenge
1 (2024-2025)	Metacognition and Self-Regulation - Pupils to think about their own learning more explicitly, through specific strategies such as planning, monitoring, and evaluating their learning.

<p>2 (2023-2024)</p>	<p>Low starting points upon entry to EYFS</p> <p>A significant number of children start in Reception from a variety of nursery settings with starting points ‘below’ national expectations. These are characterised by:</p> <ul style="list-style-type: none"> ➤ Poor language and communication skills ➤ Limited prior learning ➤ Lack of phonic awareness ➤ Poor numerical understanding
<p>3 (Reading 2023-2024) (Writing and maths 2024-2025)</p>	<p>Attainment gap between disadvantaged pupils and other pupils, particularly in KS1 and KS2 where our PP children do less well. (This gap increased due to implications of COVID-19).</p>
<p>4 (2023-2024)</p>	<p>Assessments, observations, and discussions with pupils indicate under-developed spoken language skills and vocabulary gaps. These are evident from Reception through to KS2 and in general, are more prevalent amongst our disadvantaged pupils than their peers.</p>
<p>5 (2023-2024)</p>	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Writing across school is the weakest area and we have seen pupil’s stamina for writing impacted by lockdown. This has resulted in many of our disadvantaged pupils falling further behind age-related expectations in writing.</p>
<p>6 (2024-2025)</p>	<p>Pupils have not always remembered knowledge well and it has not been embedded into their long-term memory or indeed revisited, thus not becoming ‘sticky’ knowledge which pupils can draw upon and talk about, using the correct vocabulary.</p>
<p>7 (2024-2025)</p>	<p>Our attendance data over the last 3 years (post COVID-19) shows attendance (and punctuality) of disadvantaged pupils is 2-3% lower when compared to non-disadvantaged pupils. This is affecting their ability to learn, retain information and to engage in learning and increases the need for support from the Pastoral team.</p>
<p>8 (2025-2026)</p>	<p>Parental engagement of disadvantaged pupils is particularly low at curriculum workshops, parent’s evening, and parental drop ins. A lack of parental involvement and/or parental ability can mean that learning is limited to the time a child spends in school and is not extended beyond this.</p>

9 (2025-2026)	Limited life experiences: Observations show that limited opportunities are provided to pupils outside of school, to enable them to explore and be exposed to the wider world. The lack of enrichment opportunities has had a significant impact on the linking of knowledge to supplement what is being taught in school.
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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
	Development of 'Great Teaching and Learning'	Teaching and learning will be judged as at least 'good' across the school with strengths and areas for development identified and measures in place to support where appropriate. Staff will have attended a range of CPD, and this will be evident in their daily practice. Attainment of our PP pupils will be comparable to LA data for PP in Reading, Writing and Maths. Phonics Screening – PP pupils achieve roughly in line with PP pupils in Wolverhampton and nationally
1 (2024-2025)	Children use strategies such as planning, monitoring, and evaluating to improve their metacognition and self-reflection.	Assessments and observations indicate the teachers model their own thought processes. Assessments and observations indicate the teachers explain their thinking when interpreting a text or solving a mathematical problem. Assessments and observations indicate the pupils to take greater responsibility for their learning. Assessments and observations indicate the pupils to understand what is needed to succeed.
2 (2023-2024)	EYFS PP children who enter Reception with low starting points make better than expected	Attainment of our PP pupils will be comparable to LA data for PP in GLD, Literacy and Maths. Percentage of PP children who achieve a Good Level of Development is in line with LA data.

	progress from their baseline assessments.	
3 (Reading 2023-2024) (Writing and Math 2024-2025)	PP children catch up with their peers.	Attainment gap between PP and xPP pupils is narrowed, especially in KS1 and KS2. Attainment of our PP pupils will be comparable to LA data for PP in Reading, Writing and Maths. Phonics Screening – PP pupils achieve roughly in line with PP pupils in Wolverhampton and nationally.
4 (2023-2024)	Improved spoken language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate the pupil's understanding of a wider range of words and their language acquisition is further developed and embedded. Assessments and observations indicate the pupil's written work shows evidence of taught vocabulary. Pupil voice shows that children retain new vocabulary.
5 (2023-2024)	Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025/26 show that 85% of disadvantaged pupils meet the expected standard. Attainment of our PP pupils will be comparable to their xPP peers. Attainment of our PP pupils will be comparable to LA data for PP in Writing. Pupil voice shows that children like writing.
6 (2024-2025)	Improved memory retention among disadvantaged pupils.	Assessments and observations indicate the pupil's retention of information is improved using memory strategies. Pupil's written work shows evidence of subject specific knowledge and understanding. Pupil voice shows that children retain new information.
7 (2024-2025)	As a result of consistent challenge and support, there will be: <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 	The number of PP children considered to be persistent absentees decreases below 10%. The attendance of PP children continues to improve and is at least in line with National expectations. There is a decrease in the number of sessions that PP Pupils attend late. Parents are challenged when absence and punctuality affect the education of their children. Parents attend attendance meetings to discuss the impact of emotional neglect on their child. Fixed penalty requests to be issued for holidays during term time.

Pupil Premium Comparisons

Academic Year – whole school	PP	Non-PP	Gap
2016 – 2017	95.10%	96.21%	-1.11%
2017 – 2018	94.72%	95.60%	-0.88%
2018 – 2019	95.10%	96.69%	-1.59%
2019 - 2020	89.73%	90.64%	-0.91%
2020 - 2021	94.14%	97.22%	-3.08%
2021 - 2022	94.35%	96.45%	-2.1%
2022 - 2023	92.53%	94.58%	- 2.05%


<p>8 (2025-2026)</p>	<p>An improvement in the attendance of PP pupils' parents at academic workshops within school.</p>	<p>Parental workshops made available throughout the year to offer guidance to parents on how to support their children at home. Assessments and observations indicate that PP engagement will be in line with xPP engagement. Increased % of parents have attended workshops/ drop-ins/ curriculum meetings compared to figures collected in Autumn 2023.</p>
<p>9 (2025-2026)</p>	<p>All pupils to be given the opportunity through the wider curriculum to build on their cultural capital through attendance at trips and residential.</p>	<p>All pupils given the opportunity to attend all enrichment trips and visits. All Y6 PP pupils given the opportunity to attend the PGL residential. All Y2 PP pupils given the opportunity to attend the Kingswood residential. Trips and residential are well attended and barriers for disadvantaged pupils are removed. Assessments and observations indicate that pupils can talk about out-of-school experiences. Assessments and observations indicate the pupil's written work shows evidence of out-of-school experiences.</p>

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: £655.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>(2024-2025)</p> <p>Metacognition and Self-reflection training to use and embed the approach across school.</p> <p>CPD to be planned for 2024-2025.</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> <p>EEF Pupil Premium guidance –</p> <p>Metacognition and self-regulation</p>  <p><small>Very high impact for very low cost based on extensive evidence.</small></p>	<p>1, 4 and 6</p>
<p>(2023-2024)</p> <p>LA maths and grammar INSET (SLA)</p> <p>No cost</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>	<p>1, 2, 3, 4, 5 and 6</p>
<p>(2023-2024)</p> <p>Kinetic Letters training to improve joined handwriting standards of disadvantaged pupils who suffered so much during lockdown.</p> <p>No cost</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>	<p>5 and 6</p>
<p>(2023-2024)</p> <p>Supporting teachers to keep improving – 2x class teachers to complete NPQLT and the Assistant Headteacher to complete NPQLBC.</p> <p>£655.00</p> <p>Completion</p>	<p>EEF Pupil Premium guidance – Effective Professional Development - Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.</p>	<p>1</p>

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

Budgeted cost: £229,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>(2023-2024)</p> <p>Continue to engage 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>ST</p> <p>£183.00</p>	<p>Tuition, outside of normal lessons, 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> <div data-bbox="831 743 1854 831"> <p>One to one tuition</p> <p>High impact for moderate cost based on moderate evidence.</p> </div> <p>EEF Toolkit:</p> <p>+4 months – small group tuition</p> <div data-bbox="831 938 1854 1010"> <p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence.</p> </div>	<p>1, 3, 4 and 6</p>
<p>(2023-2024)</p> <p>Engage with Graduate Network to employ additional Academic Coaches (JP, HBr, PR and MS) to target PP children in Y6 / Y5 / Y4 / Y3 who have fallen behind in English and /or maths (Aut/Spring Terms)</p> <p>11 hours tutoring training £872.00</p> <p>Tutor group of 2 x Y4 PP children for reading (Autumn 2 / Spring 1).</p>	<p>Tuition, outside of normal lessons, 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> <div data-bbox="831 1249 1854 1337"> <p>One to one tuition</p> <p>High impact for moderate cost based on moderate evidence.</p> </div>	<p>1, 3, 4 and 6</p>



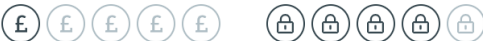

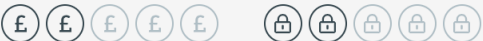

<p>HBr £218.00 Tutor group of 6 x Y3 PP children for maths (Autumn 2 / Spring 1). MS £238.00 JP £238.00 Tutor group of 6 x Y2 PP children for maths (Autumn 2 / Spring 1). PR £238.00</p>	<p>EEF Toolkit: +4 months – small group tuition</p> <p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence.</p> 	
<p>(2023-2024) Small group tutoring to ensure Y2 children who did not pass phonics check pass in the year 2 assessments June 23. Phonic tutoring group (Autumn 2 / Spring 1). JC £474.00</p>	<p>Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them.</p> <p>EEF Toolkit: +5 months – phonics</p> <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence.</p> 	1, 2, 3, 4 and 6
<p>(2023-2024) Engage with the LA's Disadvantaged Girls and Maths (DGM) Project to close the gender gap between PP girls and their peers. Y6 intervention group (Autumn 2 / Spring 1). Cover cost £109.00</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching 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>EEF Toolkit: +4 months – small group tuition</p> <p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence.</p> 	1, 3, 4 and 6


	<p>EEF Toolkit: +4 months – Teaching Assistant Interventions</p> <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence.</p>	
<p>(2023-2024) All classrooms have a L2 / L3 TA or graduate to work with PP pupils / pupils with SEND who need targeted intervention. £227,130 (annual cost)</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>EEF Toolkit: +6 months – Oral language interventions</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence.</p> <p>+4 months -Teaching Assistant led interventions</p> <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence.</p>	<p>1, 2, 3, 4, 5 and 6</p>

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

Budgeted cost: £115,576.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>(2023-2024) Employ a family liaison and safeguarding officer – working with pupils and families. Building positive relationships, addressing attendance, and providing support £46,502 (annual cost)</p>	<p>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.”</p>	<p>7 and 8</p>

	<p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning.</p> <p>EEF Toolkit: +4 months - Parental engagement</p> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence.</p>  	
<p>(2023-2024)</p> <p>Employ a behaviour and welfare officer – working with pupils and families. Building positive relationships, running behavioural interventions, and providing support.</p> <p>£39,399 (annual cost)</p>	<p>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.”</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning.</p> <p>EEF Toolkit: +4 months - Parental engagement</p> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence.</p>   <p>+4 months – Behavioural interventions</p> <p>Behaviour interventions</p> <p>Moderate impact for low cost based on limited evidence.</p>  	<p>7 and 8</p>
<p>(2023-2024)</p> <p>FSM Eligibility Checking - 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.</p> <p>£945.00 (annual cost)</p>	<p>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.”</p>	<p>7 and 8</p>

<p>(2023-2024)</p> <p>All pupils given the opportunity to attend all enrichment trips and visits.</p> <p>School to subsidise costs – approx. £17,000.</p> <p>All Y6 pupils given the opportunity to attend the PGL residential.</p> <p>Subsidised by £235 per child - £9,870 total</p> <p>All Y2 pupils given the opportunity to attend the Kingswood residential.</p> <p>Subsidised by £60 per child - £1,860 total</p>	<p>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing.</p> <p>EEF Toolkit:</p> <p>Outdoor adventure learning</p> 	<p>9</p>
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Total budgeted cost: £345,931.00

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data, local assessment data (for Wolverhampton) and our own internal summative and formative assessments.

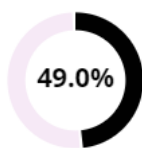
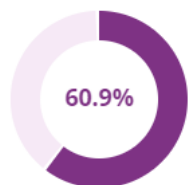
Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum and across KS1 and KS2. The outcomes we aimed to achieve in our previous strategy were therefore not fully realised.

Our school data demonstrated that writing attainment is our weakest area and that attainment in Y1, Y2 and Y3 showed that less than 50% of children were assessed as secure in writing. Further analysis showed that children’s understanding of a sentence is lacking and pupil voice from disadvantaged children determined that writing “hurts your hand” and they need “more physical activities to strengthen arms – a workout for hands!”

To help us gauge the performance of our EYFS disadvantaged pupils we compared their results to those for disadvantaged pupils at national and local level. The data demonstrates that our PP children in Early Years **perform better** than pupil premium children Nationally (on the left) and locally (on the right).

EYFSP: Good Level of Development

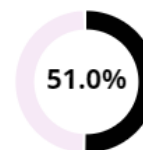
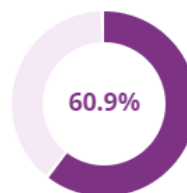
DIFFERENCE
+11.9%



In your school for children in Key Stage 1, **60.9%** (14) achieved a Good Level of Development (GLD). The proportion of your school achieving GLD is **11.9% greater than** the national percentage of **49.0%**.

EYFSP: Good Level of Development

DIFFERENCE
+9.9%

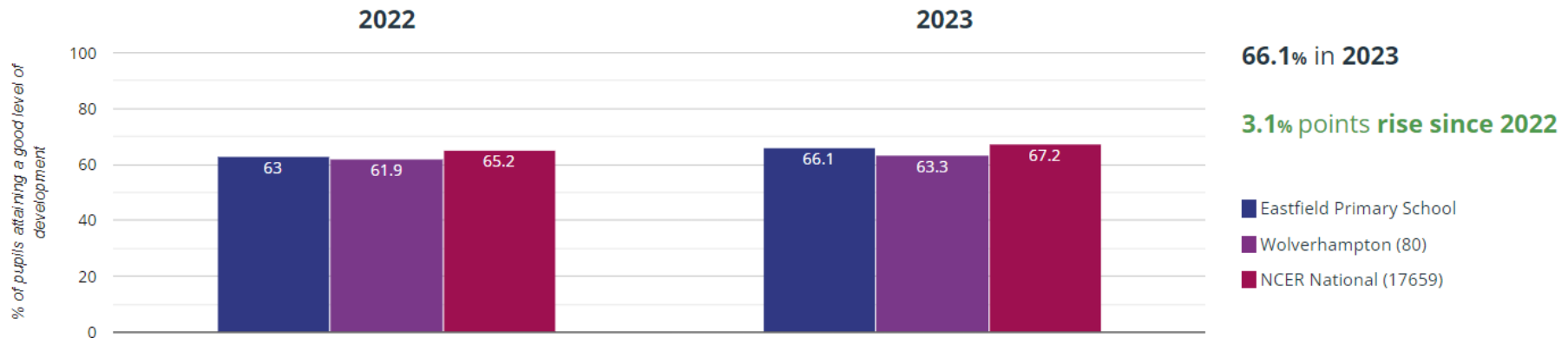


In your school for children in Key Stage 1, **60.9%** (14) achieved a Good Level of Development (GLD). The proportion of your school achieving GLD is **9.9% greater than** the la percentage of **51.0%**.

To help us gauge the performance of our EYFS disadvantaged pupils we compared their results to those for all pupils at national and local level and again our disadvantaged children in EYFS **performed better** than children both locally and Nationally.

-	Local Authority	3,492	63.3%
	Disadvantaged	837	54.5%
	Non Disadvantaged	2,655	66.0%
2103	Eastfield Primary School	59	66.1%
	Disadvantaged	12	66.7%
	Non Disadvantaged	47	66.0%

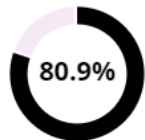
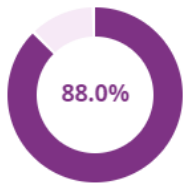
★ Good Level Of Development



To help us gauge the performance of our disadvantaged pupils in phonics we compared their results to those for disadvantaged pupils at national level. The data demonstrates that our disadvantaged children **performed better** than pupil premium children Nationally (on the left) and locally (on the right)

Phonics: Year 1 Expected Standard

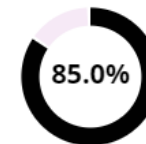
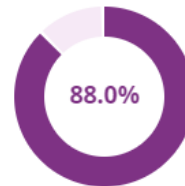
DIFFERENCE
+7.1%



In your school for children in Key Stage 1, **88.0%** (22) are considered to be working at the expected standard in Phonics. The proportion of your school working at the expected standard is **7.1% greater than** the national percentage of **80.9%**.

Phonics: Year 1 Expected Standard

DIFFERENCE
+3.0%



In your school for children in Key Stage 1, **88.0%** (22) are considered to be working at the expected standard in Phonics. The proportion of your school working at the expected standard is **3.0% greater than** the la percentage of **85.0%**.

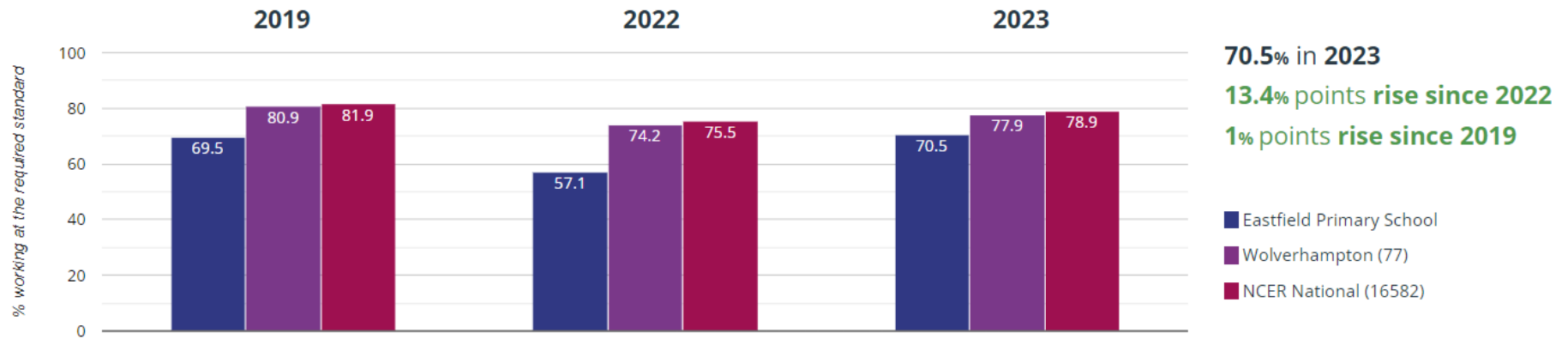
To help us gauge the performance of our disadvantaged pupils in phonics we compared their results to those for all pupils at national and local level. The children's APS is lower than that of children in Wolverhampton and compared to children Nationally. Although, more of our PP children scored between 32-36 compared to other schools locally and yet we have a larger number of children who didn't pass, scoring between 0-23.

Estab. No.	Estab. Name	Cohort	Mark					APS	
			No Score	0-15	16-23	24-31	32-36		37-40
-	Local Authority	1,351	4.1%	15.9%	7.0%	6.7%	26.5%	39.8%	29.7
2103	Eastfield Primary School	26	0.0%	19.2%	19.2%	19.2%	30.8%	11.5%	25.0

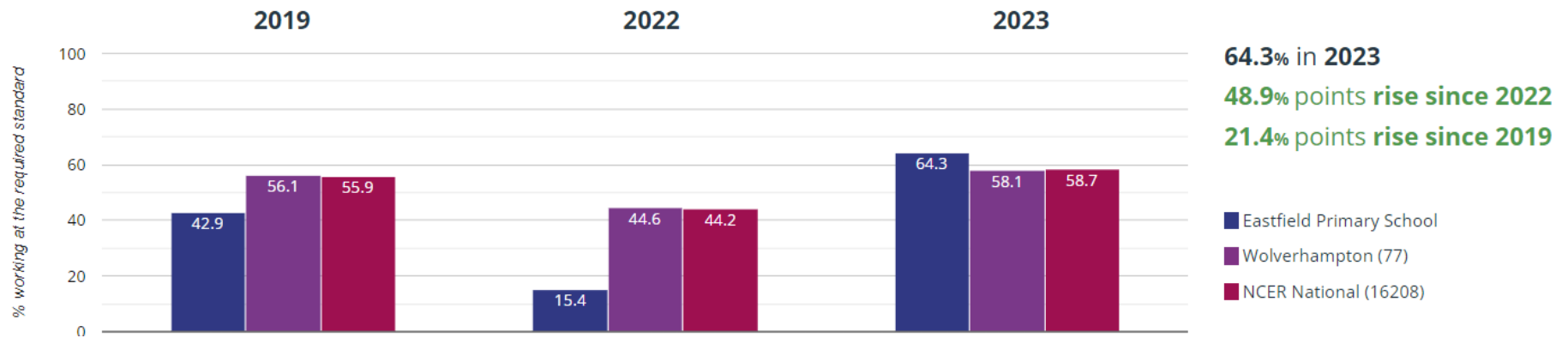
Estab. No.	Estab. Name	Cohort	Mark					APS	
			No Score	0-15	16-23	24-31	32-36		37-40
-	NCER National	626,470	2.8%	8.2%	4.4%	5.7%	30.3%	48.6%	33.0
-	Local Authority	3,612	3.5%	10.4%	4.0%	4.2%	27.4%	50.6%	32.7
2103	Eastfield Primary School	61	0.0%	23.0%	6.6%	0.0%	34.4%	36.1%	27.8

Our children **perform better** than children both locally and Nationally in Year 2 and although our children didn't perform as well as children locally and Nationally in Year 1, our data showed **a 13.4% increase since 2022**.

Year 1: Working At



Year 2: Working At



To help us gauge the performance of our disadvantaged pupils in KS1 we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level. Our children perform **less well** than children both locally and nationally.

KS1

Eastfield Primary School

Indicator	School Disadvantaged	Compared to
Reading >= EXS <i>(Cohort: 27)</i>	59.3 %	60.0 % School Not Disadvantaged <i>(Cohort: 30)</i>
		71.0 % LA Not Disadvantaged <i>(Cohort: 2,104)</i>
		VS. 60.2 % LA Disadvantaged <i>(Cohort: 1,547)</i>
Writing >= EXS <i>(Cohort: 27)</i>	48.1 %	50.0 % School Not Disadvantaged <i>(Cohort: 30)</i>
		63.6 % LA Not Disadvantaged <i>(Cohort: 2,104)</i>
		VS. 52.4 % LA Disadvantaged <i>(Cohort: 1,547)</i>
Maths >= EXS <i>(Cohort: 27)</i>	59.3 %	63.3 % School Not Disadvantaged <i>(Cohort: 30)</i>
		74.2 % LA Not Disadvantaged <i>(Cohort: 2,104)</i>
		VS. 60.9 % LA Disadvantaged <i>(Cohort: 1,547)</i>

To help us gauge the performance of our disadvantaged pupils in KS2 we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level. Our children perform **less well** than children both locally and nationally.

KS2

Eastfield Primary School (2103)

*Cohort Size

Indicator	Disadvantaged Pupils: Disadvantaged				Not Disadvantaged			
	School	LA		School	LA			
	(40)*	Gap	Value	(20)*	Gap	Value	Value	
Reading Exp+	52.4%	16.3pp	68.7%	16.0pp	68.4%	27.2pp	79.6%	
Maths Exp+	61.9%	4.2pp	66.1%	27.6pp	89.5%	19.3pp	81.2%	
GPS Exp+	66.7%	2.4pp	69.1%	12.2pp	78.9%	15.3pp	82.0%	
Writing TA EXS+	64.3%	2.2pp	66.5%	25.2pp	89.5%	14.9pp	79.2%	

Our disadvantaged children **did less well** than children locally, the difference is 2.1%. This is disappointing as we were above the LA in previous years.

Estab. No.	School	Cohort	RWM*		WRITING TA		Writing TA	Disadvantaged	Non Disadvantaged
			≥Exp	High	≥Exp	GDS			
-	LA	1,736	53.9%	4.7%	66.4%	9.2%	61	27.9%	72.1%
2103	Eastfield Primary School	42	45.2%	2.4%	64.3%	7.1%	42	35.7%	64.3%
							19	10.5%	89.5%

The gap between PP and xPP **has increased** – there is a difference of 25.2%. (There was no gap in 2022 – PP children did better than xPP – 73.8% compared to 57.9%). Writing needs to be a focus in 2023-2024.

In 2022-2023, we engaged with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils (including disadvantaged pupils). We ran a maths tutoring club for 15 hours for Y6 in autumn 2 and spring 1, an additional maths booster session for Y6 children in spring 2, mentoring sessions for reading in Y6 in the autumn term, grammar booster sessions for Y6 children in spring 2 and phonic tutoring for children in Y1 and Y2 who were at risk of falling behind. We trained 3x Support staff to take part in 11 hours of training ready for the National Tutoring Programme and provided Power Maths textbooks and resources.

To improve language acquisition and spoken language, language documents were produced by all subject leaders during 2022-2023 and introduced to teachers in summer 2023. In 2023-2024, the subject documents will be used by teachers and displayed and referred to on classroom displays. Ninja Vocabulary was introduced for a 'word of the day' in English in November 2022 and used throughout the spring and summer terms. This was introduced in science in summer 2023 and will continue in our new strategy plan. The impact of these language documents should be seen in 2026, with spoken language skills improving.

We have drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance gap in 2020-21 was the largest we had seen due to the impact of the pandemic with children unable to attend school. Historical data suggested that the attendance gap between PP and Non-PP that we had decreased had increased again during COVID-19. In 2022-2023 the attendance gap between PP and Non-PP pupils was starting to decrease again so attendance will continue to be an area of focus in our new strategy plan for 2023-2026.

Academic Year – whole school	PP	Non-PP	Gap
2016 – 2017	95.10%	96.21%	-1.11%
2017 – 2018	94.72%	95.60%	-0.88%
2018 – 2019	95.10%	96.69%	-1.59%
2019 - 2020	89.73%	90.64%	-0.91%
2020 - 2021	94.14%	97.22%	-3.08%
2021 - 2022	94.35%	96.45%	-2.1%
2022 - 2023	92.53%	94.58%	- 2.05%

School data and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We therefore used pupil premium funding between 2020-2023 to provide wellbeing support for all pupils, and targeted interventions where required. Data from the 2023 Health Related Behaviour Survey (HRBS) showed that the number of children in KS1 who felt happy in school was good – this indicated pupil well-being had improved.

3: How happy are you at school?

	Year 2		All
	Boy	Girl	
Don't know	12%	9%	12%
OK	15%	14%	14%
Happy	73%	77%	73%

There were also a high number of children in both KS1 and KS2 who knew which adult to speak to if they had concerns – demonstrating the impact of our targeted interventions, as well as our PSHE / RSE curriculum.

8a&b: Summary: If you were worried about something, do you know an adult you trust that you can talk to about this?

An adult at home OR at school

	Year 2		All
	Boy	Girl	
No	8%	0%	4%
Not sure	8%	5%	6%
Yes	84%	95%	90%

8: Trust summary: If you were worried about something, do you know an adult, or someone else you trust that you could talk to about this?

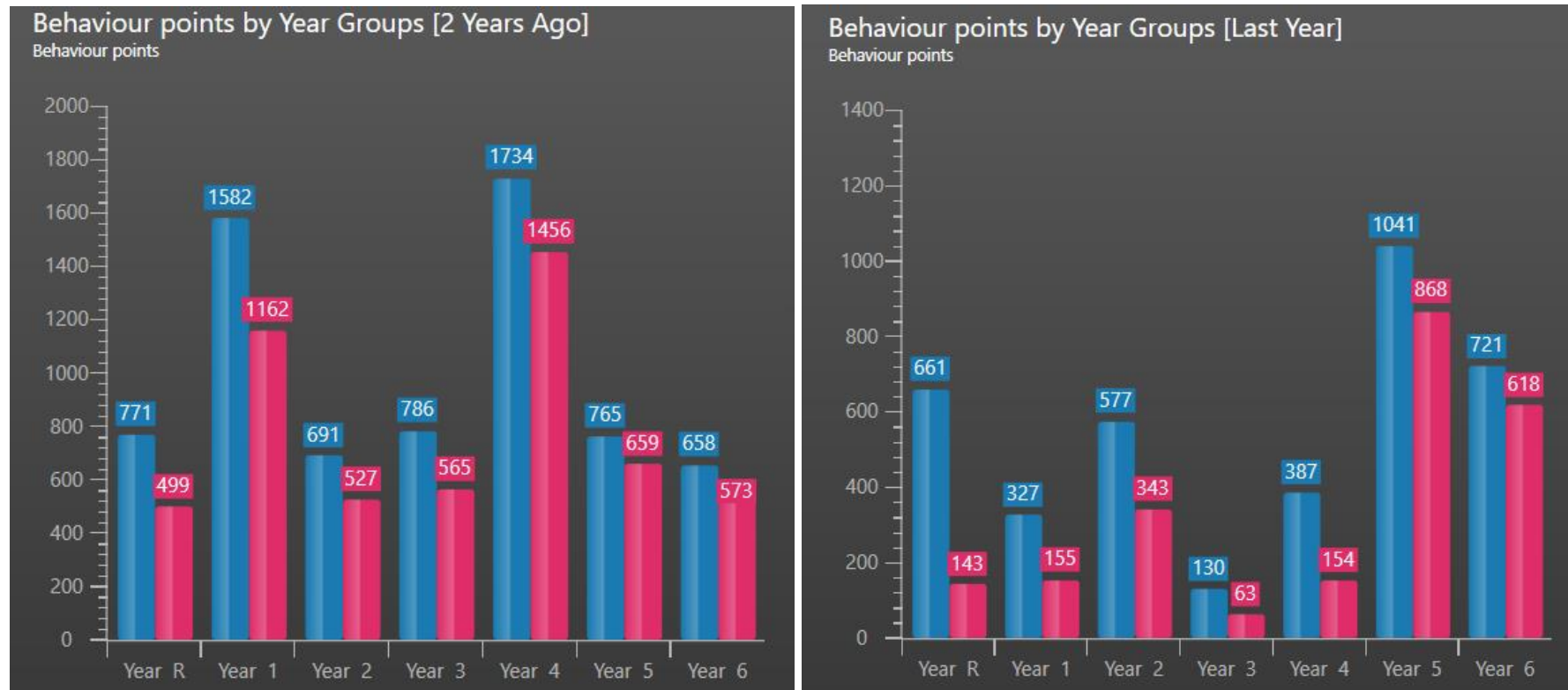
	Year 4		Year 6		Year Group:		Gender:		All
	Boy	Girl	Boy	Girl	4	6	Boy	Girl	
No	8%	8%	6%	0%	8%	3%	7%	4%	5%
Not sure	4%	0%	3%	9%	2%	5%	4%	4%	4%
Yes	88%	92%	91%	91%	91%	91%	89%	92%	91%

On the other hand, data from the 2023 Health Related Behaviour Survey (HRBS) showed that the number of children in KS2 who felt happy in school was low – this indicates pupil well-being could be an area of concern and yet the survey was conducted around the time of SATS and could be attributed to this. Well-being will be closely monitored in 2023-2024 and the trial of an alternative PSHE curriculum from Kapow is being used by the PSHE leader.

4: How happy are you with your life at the moment?

	Year 4		Year 6		Year Group:		Gender:		All
	Boy	Girl	Boy	Girl	4	6	Boy	Girl	
Happy	28%	33%	39%	35%	29%	36%	34%	34%	32%
OK	48%	44%	58%	52%	47%	54%	53%	48%	50%
Unhappy	3%	7%	0%	9%	5%	5%	2%	8%	5%
Don't know	21%	15%	3%	4%	19%	5%	11%	10%	12%

Our evaluation of the behaviour and well-being approaches delivered last academic year indicates that there were fewer behaviour incidents for the PP children – 5441 behaviour points in 2021-2022 compared to 2344 behaviour points in 2022-2023.



Also, there were less fixed term exclusions / suspensions for our PP children with a downward trend across the last three years:

<u>Academic Year</u>	<u>Number of PP Children</u>	<u>%</u>
2020-2021	6 (out of 6)	100%
2021-2022	7 (out of 9)	78%

2022-2023	4 (out of 7)	57%
<p>Emotion coaching and daily check ins using 'zones of regulation' was (and still is) a whole school approach used by all adults. Children can name their emotion and suggest reasons for them, evidence that our approach to well-being is consistent and being further embedded.</p> <p>We have reviewed our strategy plan and have therefore made changes to how we intend to use some of our budget this academic year.</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
SATs Companion	Private Ltd Company
Boost	Hodder Education
WellComm	GL Assessment