

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	414
Number of PP pupils in school	232
Proportion (%) of pupil premium eligible pupils	56%
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 This is Year 1 of 3 years – REVIEW July 2024
Date this statement was published	December 2023 - REVIEW July 2024
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, 26.5% higher than the National average of 26.3%. 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.

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. REVIEW 2024

	progress from their baseline assessments.	<p>42.9% of school's Disadvantaged cohort achieved a good level of development, 9 pupils out of 21.</p> <p>This is 27.5% lower than the national non-disadvantaged cohort at 70.4%.</p>
<p>3 (Reading 2023-2024) (Writing and Math 2024-2025)</p>	PP children catch up with their peers.	<p>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.</p> <p>Phonics Screening – PP pupils achieve roughly in line with PP pupils in Wolverhampton and nationally.</p> <p>REVIEW 2024</p> <p>68.8% of school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 11 pupils out of 16.</p> <p>This is 14.7% lower than the national non-disadvantaged cohort at 83.5%.</p>
<p>4 (2023-2024)</p>	Improved spoken language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate the pupil's understanding of a wider range of words and their language acquisition is further developed and embedded.</p> <p>Assessments and observations indicate the pupil's written work shows evidence of taught vocabulary.</p> <p>Pupil voice shows that children retain new vocabulary.</p> <p>REVIEW 2024</p> <p>Pupil Voice was positive – children are using and remembering a wider vocabulary.</p>
<p>5 (2023-2024)</p>	Improved writing attainment among disadvantaged pupils.	<p>KS2 writing outcomes in 2025/26 show that 85% of disadvantaged pupils meet the expected standard.</p> <p>Attainment of our PP pupils will be comparable to their xPP peers.</p> <p>Attainment of our PP pupils will be comparable to LA data for PP in Writing.</p>

		<p>Pupil voice shows that children like writing.</p> <p>REVIEW 2024</p> <p>57.1% of your school's Disadvantaged cohort achieved the expected standard in Writing, 24 pupils out of 42.</p> <p>This is 20.2% lower than the national non-disadvantaged cohort at 77.3%.</p> <p>School's gap to non-disadvantaged pupils nationally has decreased by 7.9% from -12.3% in 2022/23, to -20.2% in 2023/24.</p> <p>Our Disadvantaged cohort's Writing Expected Standard has decreased by 8.0% from 65.1% in 2022/23, to 57.1% in 2023/24.</p>
6 (2024-2025)	Improved memory retention among disadvantaged pupils.	<p>Assessments and observations indicate the pupil's retention of information is improved using memory strategies.</p> <p>Pupil's written work shows evidence of subject specific knowledge and understanding.</p> <p>Pupil voice shows that children retain new information.</p>
7 (2024-2025)	<p>As a result of consistent challenge and support, there will be:</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 below 10%.</p> <p>The attendance of PP children continues to improve and is at least in line with National expectations.</p> <p>There is a decrease in the number of sessions that PP Pupils attend late.</p> <p>Parents are challenged when absence and punctuality affect the education of their children.</p> <p>Parents attend attendance meetings to discuss the impact of emotional neglect on their child.</p> <p>Fixed penalty requests to be issued for holidays during term time.</p>

8 (2025-2026)	An improvement in the attendance of PP pupils' parents at academic workshops within school.	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.
9 (2025-2026)	All pupils to be given the opportunity through the wider curriculum to build on their cultural capital through attendance at trips and residential.	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.


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
(2024-2025)	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, 4 and 6

<p>Metacognition and Self-reflection training to use and embed the approach across school. CPD to be planned for 2025.</p>	<p>EEF Pupil Premium guidance – Metacognition and self-regulation</p>  <p>Very high impact for very low cost based on extensive evidence.</p>	
<p>(2023-2024) LA maths and grammar INSET (SLA) No cost REVIEW 2024 - COMPLETED</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) Kinetic Letters training to improve joined handwriting standards of disadvantaged pupils who suffered so much during lockdown. No cost REVIEW 2024 - COMPLETED</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) Supporting teachers to keep improving – 2x class teachers to complete NPQLT and the Assistant Headteacher to complete NPQLBC. £655.00 Completion October 2024</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>COMPLETED – SEE 2024 REVIEW BELOW</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="831 496 1854 587"> <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="831 695 1854 770"> <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>HBr £218.00</p> <p>Tutor group of 6 x Y3 PP children for maths (Autumn 2 / Spring 1).</p> <p>MS £238.00</p> <p>JP £238.00</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 1002 1854 1093"> <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 1249 1854 1324"> <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>Tutor group of 6 x Y2 PP children for maths (Autumn 2 / Spring 1). PR £238.00 COMPLETED – SEE 2024 REVIEW BELOW</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 COMPLETED – SEE 2024 REVIEW BELOW</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. EEF Toolkit: +5 months – phonics</p> <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence.</p> 	<p>1, 2, 3, 4 and 6</p>
<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 COMPLETED – SEE 2024 REVIEW BELOW</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. 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>EEF Toolkit: +4 months – Teaching Assistant Interventions</p>	<p>1, 3, 4 and 6</p>


	<p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence.</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>+4</p>	
<p>(2023-2024)</p> <p>All classrooms have a L2 / L3 TA or graduate to work with PP pupils / pupils with SEND who need targeted intervention.</p> <p>£227,130 (annual cost)</p> <p>REVIEW 2024 - COMPLETED – CONTINUE IN 2024-2025</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:</p> <p>+6 months – Oral language interventions</p> <p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>+6</p> <hr/> <p>+4 months -Teaching Assistant led interventions</p> <p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence.</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>+4</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)</p> <p>Employ a family liaison and safeguarding officer – working with pupils and families. Building positive relationships, addressing attendance, and providing support</p> <p>£46,502 (annual cost)</p>	<p>EEF guidance for Using Pupil Premium funding effectively:</p> <p>“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:</p>	<p>7 and 8</p>

<p>REVIEW 2024 - COMPLETED – CONTINUE IN 2024-2025</p>	<p>+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>REVIEW 2024 - COMPLETED – CONTINUE IN 2024-2025</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>REVIEW 2024 - COMPLETED – CONTINUE IN 2024-2025</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>REVIEW 2024 - COMPLETED – CONTINUE IN 2024-2025</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 2023 to 2024 academic year.

We have analysed the performance of our school’s disadvantaged pupils in the 2023 to 2024 academic year, drawing on national assessment data, local assessment data (for Wolverhampton) and our own internal summative and formative assessments.

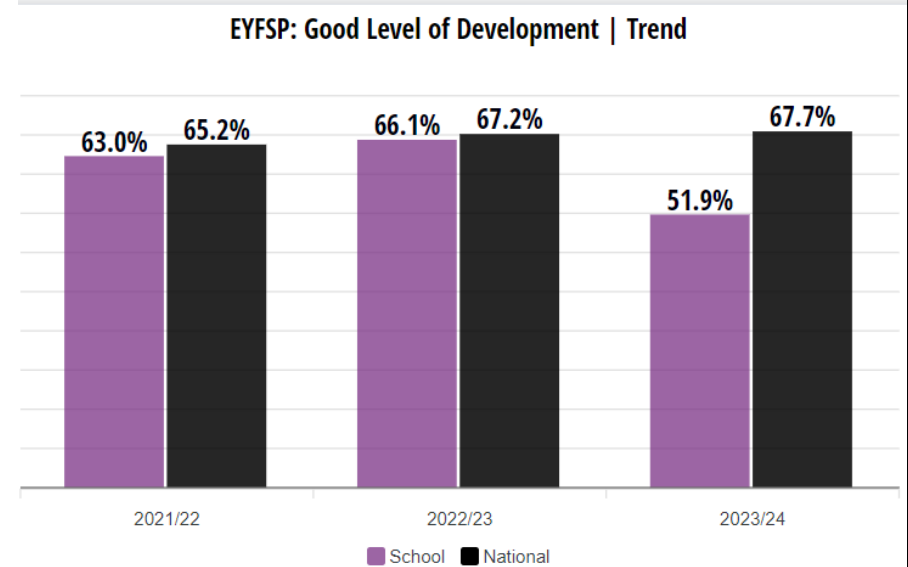
Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils had improved in years 2, 3, 4 and 5 for reading and in years 3, 4, 5, 6 for writing and only in years 3 and 5 for maths. The performance of disadvantaged pupils had caught up with their non-PP peers in all areas of reading, writing and maths in all years with the gap closing across the board.

EYFS

School's EYFSP good level of development has decreased by 14.2% from 66.1% in 2022/23 to 51.9% in 2023/24.

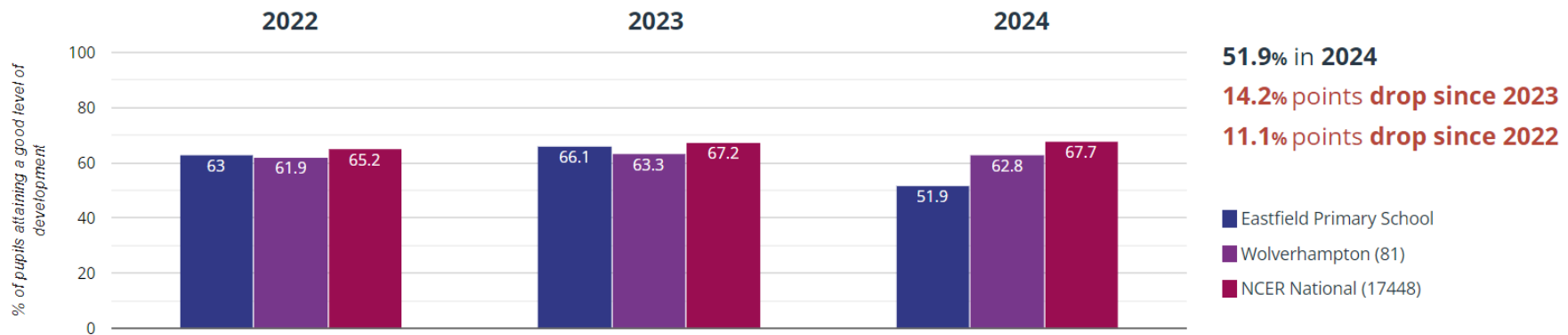
This is equivalent to approximately 8 fewer pupils achieving a good level of development in 2023/24 compared to 2022/23.

School's average for the last 3 academic year(s) is 60.5%.

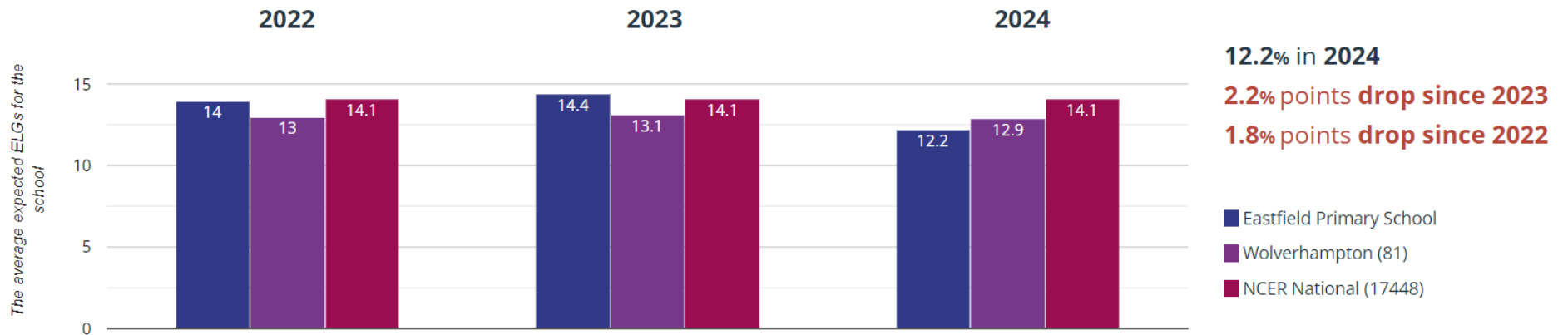


Item	Eastfield Primary School (2103)		Local Authority - Wolverhampton		NCER National	
	Value	Gap	Value	Gap	Value	Gap
Good Level of Development ●	51.9%		62.8%	-10.9%	67.7%	-15.8%

★ **Good Level Of Development**



⌘ **Average number of early learning goals at expected level per child**



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.

42.9% of school's Disadvantaged cohort achieved a good level of development, 9 pupils out of 21.

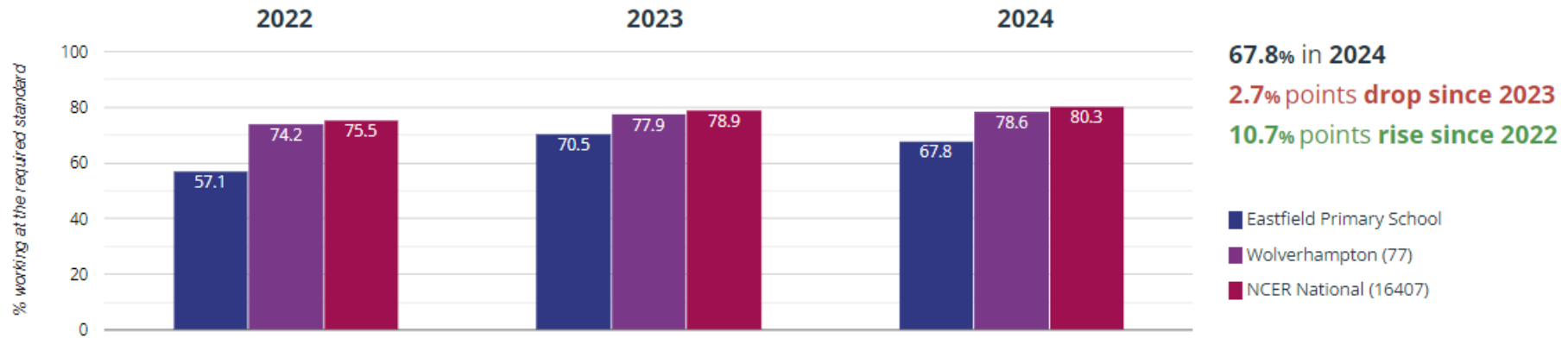
This is 27.5% lower than the national non-disadvantaged cohort at 70.4%.

School's Disadvantaged cohort of 21 pupils have an EYFS average number of ELGs at the expected level of 10.9.

This is 3.5 lower than the national non-disadvantaged cohort at 14.4.

Year 1 Phonics

Year 1: Working At



	Cohort	56	49	61	59		-	-	-
2103 Eastfield Primary School	WA	65.1%	57.1%	70.5%	67.8%		-	+9.7%	-3.4%
	APS	0.3	26.6	27.8	28.6		-	+0.4	+0.3

To help us gauge the performance of our pupils in phonics we compared their results to those at a local and national level. The data demonstrates that our children **performed lower** than children Nationally and locally in both their attainment and their APS.

Estab. No.	Estab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			Values Trend	YoY* vs LA		
				2022	2023	2024		'19 to '22	'22 to '23	'23 to '24
NCER National	Cohort	625127	632,120	626,660	616,600	-	-	-	-	
	WA	78.2%	75.5%	78.9%	80.3%	-	-0.3%	+0.7%		
	APS	0.3	32.3	33.0	33.4	-	-0.1	-0.1		
Local Authority - Wolverhampton	Cohort	3597	3,542	3,612	3,637	-	-	-		
	WA	76.9%	74.2%	77.9%	78.6%	-	-	-		
	APS	0.3	31.9	32.7	33.2	-	-	-		

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 children scored between 32-36 compared to other schools locally, we have a larger number of children who didn’t pass, scoring between 0-15 and who didn’t score the highest scores between 37-40.

Estab. No.	Estab. Name	Cohort	No Score	Grade Distribution					APS	Performance Metrics				
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	NCER National	615,990	3.1%	7.6%	3.9%	5.2%	31.2%	49.1%	33.4	0.0%	0.3%	2.8%	16.7%	80.3%
-	Local Authority	3,637	4.3%	8.1%	4.7%	4.2%	28.8%	49.8%	33.2	0.0%	0.5%	3.8%	17.0%	78.6%
2103	Eastfield Primary School	59	1.7%	16.9%	10.2%	3.4%	35.6%	32.2%	28.6	0.0%	0.0%	1.7%	30.5%	67.8%

To help us gauge the performance of our disadvantaged pupils in phonics we compared their results to Pupil Premium at national level:

68.8% of school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 11 pupils out of 16.

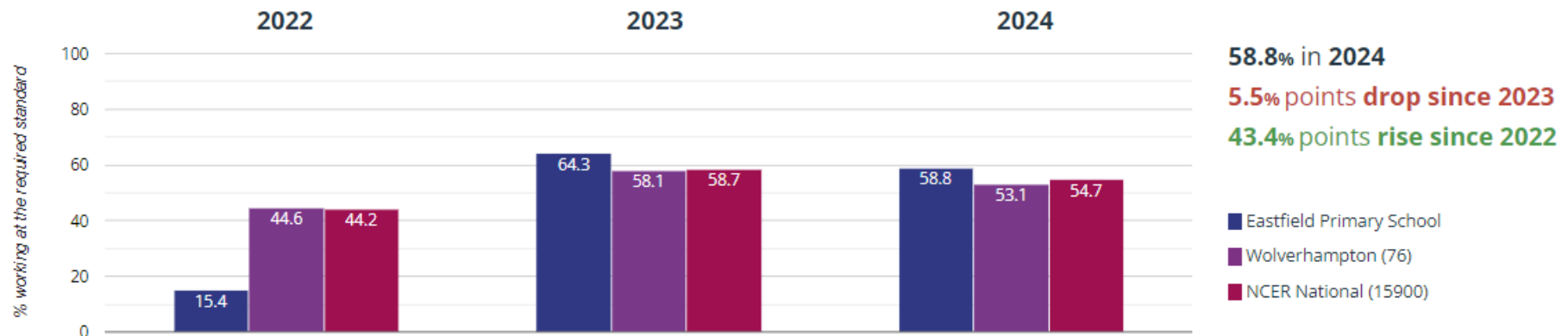
This is 14.7% lower than the national non-disadvantaged cohort at 83.5%.

School's gap to non-disadvantaged pupils nationally has decreased by 2.1% from -12.6% in 2022/23, to -14.7% in 2023/24.

Our Year 1 Disadvantaged cohort's Phonics Expected Standard has decreased by 0.8% from 69.6% in 2022/23, to 68.8% in 2023/24.

Year 2 Phonics

Year 2: Working At



Our children **perform better** than children both locally and Nationally in Year 2.

50.0% of your school's Year 2 Disadvantaged cohort achieved the expected standard in Phonics, 4 pupils out of 8.

This is 8.3% lower than the national non-disadvantaged cohort at 58.3%.

School's gap to non-disadvantaged pupils nationally has decreased by 26.2% from +17.9% in 2022/23, to -8.3% in 2023/24.

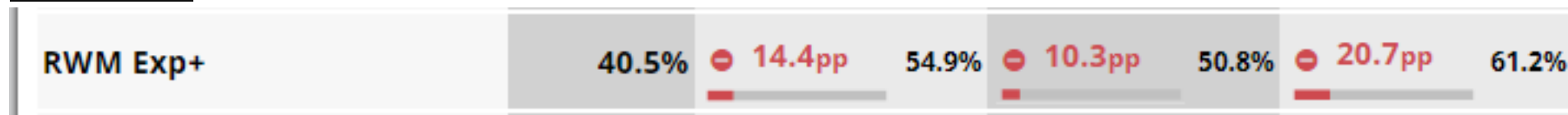
Our Year 2 Disadvantaged cohort's Phonics Expected Standard has decreased by 30.0% from 80.0% in 2022/23, to 50.0% in 2023/24.

KS2

Subject	Level	Eastfield Primary School (2103)	Local Authority - Wolverhampton		NCER National	
		Value	Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	50.8%	61.2%	-10.4%	60.5%	-9.7%
	GDS/High Score	0.0%	7.2%	-7.2%	7.6%	-7.6%
Reading	≥Exp.Std.	67.2%	74.7%	-7.5%	74.2%	-7.0%
	High Score	16.4%	26.1%	-9.7%	28.4%	-12.0%
Writing (TA)	≥EXS	63.9%	72.1%	-8.2%	71.7%	-7.8%
	GDS	1.6%	13.1%	-11.5%	12.8%	-11.2%
Maths (test)	≥Exp.Std.	59.0%	72.9%	-13.9%	73.0%	-14.0%
	High Score	8.2%	23.5%	-15.3%	23.7%	-15.5%

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.

Combined Data



40.5% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 17 pupils out of 42.

This is 26.4% lower than the national non-disadvantaged cohort at 66.9%.

Your school's gap to non-disadvantaged pupils nationally has decreased by 4.3% from -22.1% in 2022/23, to -26.4% in 2023/24.

Your Disadvantaged cohort's Reading, Writing & Maths Expected Standard has decreased by 3.7% from 44.2% in 2022/23, to 40.5% in 2023/24.

Reading

Eastfield Primary School (2103)

*Cohort Size

Indicator	Disadvantaged Pupils: Disadvantaged				All Pupils			
	School		LA		School		LA	
	(40)*	(1,750)*	Gap	Value	(60)*	(3,650)*	Gap	Value
Reading Exp+	61.9%	8.8pp	70.7%	5.3pp	67.2%	12.8pp	74.7%	

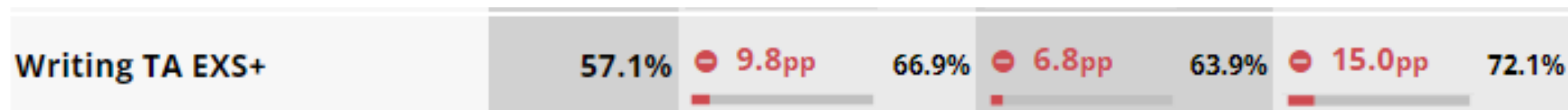
61.9% of school's Disadvantaged cohort achieved the expected standard in Reading, 26 pupils out of 42.

This is 17.3% lower than the national non-disadvantaged cohort at 79.2%.

School's gap to non-disadvantaged pupils nationally has improved by 9.8% from -27.1% in 2022/23, to -17.3% in 2023/24.

Your Disadvantaged cohort's Reading Expected Standard has increased by 10.7% from 51.2% in 2022/23, to 61.9% in 2023/24.

Writing



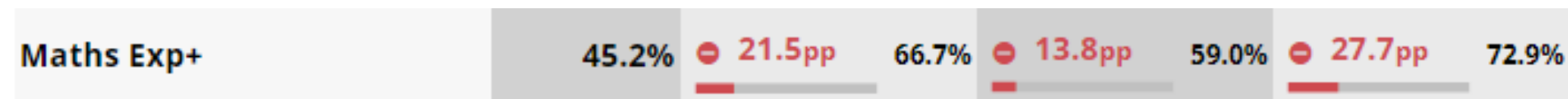
57.1% of your school's Disadvantaged cohort achieved the expected standard in Writing, 24 pupils out of 42.

This is 20.2% lower than the national non-disadvantaged cohort at 77.3%.

School's gap to non-disadvantaged pupils nationally has decreased by 7.9% from -12.3% in 2022/23, to -20.2% in 2023/24.

Our Disadvantaged cohort's Writing Expected Standard has decreased by 8.0% from 65.1% in 2022/23, to 57.1% in 2023/24.

Maths



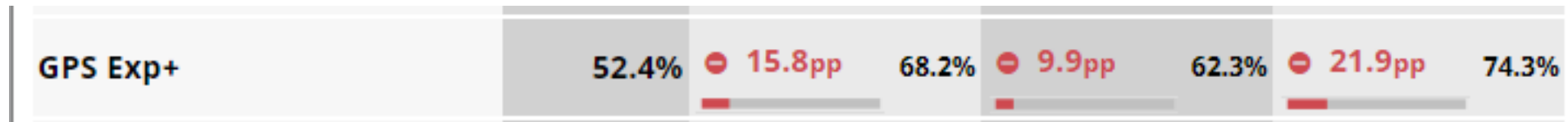
45.2% of school's Disadvantaged cohort achieved the expected standard in Maths, 19 pupils out of 42.

This is 33.8% lower than the national non-disadvantaged cohort at 79.0%.

School's gap to non-disadvantaged pupils nationally has decreased by 17.4% from -16.4% in 2022/23, to -33.8% in 2023/24.

Our Disadvantaged cohort's Maths Expected Standard has decreased by 17.6% from 62.8% in 2022/23, to 45.2% in 2023/24.

Grammar



52.4% of school's Disadvantaged cohort achieved the expected standard in Grammar, Punctuation and Spelling, 22 pupils out of 42.

This is 25.4% lower than the national non-disadvantaged cohort at 77.8%.

School's gap to non-disadvantaged pupils nationally has decreased by 12.2% from -13.2% in 2022/23, to -25.4% in 2023/24.

Our Disadvantaged cohort's Grammar, Punctuation and Spelling Expected Standard has decreased by 12.7% from 65.1% in 2022/23, to 52.4% in 2023/24.

Eastfield Primary School (2103)

*Cohort Size

Indicator	Disadvantaged Pupils: Disadvantaged				Not Disadvantaged			
	School (40)*		LA (1,740)*		School (20)*		LA (2,060)*	
	Value	Gap	Value	Gap	Value	Gap	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 gap has increased in all areas.

2023 – Reading gap -9.0, Maths – no gap +6.1, GPS gap -0.3 and writing no gap - +8.8.

Attainment in Y6 needs to be a focus in 2024-2025.

Tutoring

In 2023-2024, we engaged with the National Tutoring Programme to provide school-led tutoring for disadvantaged pupils for 12-15 hours. We ran a reading tutoring club for Y4 in autumn 2 and spring 1, a maths tutoring club for Y3 in Spring 2 and Summer 1, a reading tutoring club for Y3 in Spring 2 and Summer 1 and a Y2 phonics club in Spring 2 and Summer 1 for children who needed to retake the Y1 phonic check. We also trained 4x Graduates to take part in 11 hours of training ready for the National Tutoring Programme and provided CGP textbooks and resources.

All children who attended a tutoring club made progress. **All the Y2 group passed their phonic check and all other children either achieved EXS or improved their SS.**

Phonics						
Year 2	Autumn Teacher Assessment	PiRA SS	Y1 Phonic Score	Summer Teacher Assessment	LA Endline	Y2 Phonic Score
LP	BLW	66	9	WTS	91	33
WT	BLW	64	1	WTS	85	32
LJ	WTS	85	4	WTS	97	32

Maths				
Year 2	Autumn Teacher Assessment	PUMA SS	Summer Teacher Assessment	LA Endline
LK	WTS	96	EXS	99
DK	EXS	95	EXS	99
GP	EXS	95	EXS	100
TMS	WTS	92	EXS	100
TS	WTS	97	EXS	100
LJ	EXS	97	EXS	101

Reading				
Year 3	Autumn Teacher Assessment	PiRA SS	Summer Teacher Assessment	LA Endline
TD	WTS	89	EXS	100
EH	WTS	96	EXS	100
JHG	EXS	98	EXS	100

Maths				
Year 3	Autumn Teacher Assessment	PUMA SS	Summer Teacher Assessment	LA Endline
DMTM	WTS	85	EXS	104
RDSDV	WTS	89	EXS	100
FEH	WTS	79	WTS	99
DAM	EXS	98	EXS	107
SP	EXS	91	EXS	105
KR	EXS	96	EXS	105
ER	EXS	98	EXS	106
BY	EXS	98	EXS	106
IA	EXS	98	EXS	99

Reading				
Year 4	Autumn Teacher Assessment	PiRA SS	Summer Teacher Assessment	LA Endline

CT	WTS	92	WTS	99
AB	WTS	90	WTS	101

We also engaged with the LA's Disadvantaged Girls and Maths (DGM) Project. The impact was:

<u>BASELINE</u>	<u>End of Autumn</u>	<u>Midline</u>	<u>Endline</u>
MM – SS 95	MM – SS 89	MM – SS 94	MM – 98
LW – SS 99	LW – SS 97	LW – SS 98	LW – 105
<u>JuN</u> – SS 85	<u>JuN</u> – SS 98	<u>JuN</u> – SS 104	<u>JuN</u> – 108

Attendance

Overall Absence

Your school's Disadvantaged cohort of 198 enrolments have an Overall Absence of 5.7%.

This is 1.2% higher than the national Non-Disadvantaged cohort at 4.5%.

Your school's gap to Non-Disadvantaged pupils nationally has decreased by 0.2% from +1.4% in 2022/23, to +1.2% in 2023/24.

Your Disadvantaged cohort's Overall Absence has decreased by 1.2% from 6.9% in 2022/23, to 5.7% in 2023/24.

Persistent Absence

18.7% of your school's Disadvantaged cohort are persistently absent, 37 pupils out of 198.

This is 6.4% higher than the national Non-Disadvantaged cohort at 12.3%.

Your school's gap to Non-Disadvantaged pupils nationally has decreased by 2.9% from +9.3% in 2022/23, to +6.4% in 2023/24.

Your Disadvantaged cohort's persistent absence has decreased by 7.7% from 26.4% in 2022/23, to 18.7% in 2023/24.

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