



# Pupil Premium Strategy Statement

## School overview

Metric	Data
School name	Easterside Academy
Pupils in school	313
Proportion of disadvantaged pupils	(183) 58.5%
Academic year or years covered by statement	2021 - 2022
Date this statement was published	1 <sup>st</sup> December 2021
Date on which it will be reviewed	1 <sup>st</sup> December 2022
Statement authorised by	Rebecca Clayton
Pupil premium lead	Delyth Linacre
Governor lead	Dave Elliott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,135.00
Recovery premium funding allocation this academic year	£27,959
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£274,094

## Statement of intent

The targeted and strategic use of pupil premium will support us in achieving our vision.

### Principles

- We ensure that teaching and learning opportunities meet the needs of **all** pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- **We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.**

- We reserve the right to allocate the Pupil Premium funding to support **any** pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

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

## Challenges

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

Challenge number	Detail of challenge
1	➤ Low literacy levels on entry to school including limited language and vocabulary / basic reading and writing skills. Increasing wider reading and reading for pleasure.
2	➤ Some low maths levels – gaps in learning as a result of the global pandemic; some pupils needing to accelerate progress in order to get to where they would be expected to - ARE or above age related.
3	➤ Limited 'wider' experiences and opportunities in life to draw upon.
4	➤ Emotional wellbeing of some pupils; Emotional instability of family member(s) / unsettled family life / safeguarding concerns – impact on pupils emotionally.
5	➤ Poor attendance.
6	➤ Limited parental engagement in school and children's learning.
7	➤ Lack of aspirations.

All of the above has been exacerbated following the global pandemic.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<b>1. <u>Quality of Teaching &amp; Learning/Interventions</u></b> - Our priority at Easterside Academy is to ensure that a highly effective teacher is in front of every class, supported by equally effective teaching assistants;	✓ Every teacher has been judged to be at least 'good' and in many cases 'outstanding' overtime, by internal monitoring and assessment.

<p>and that all teaching staff are supported to keep improving.</p> <ul style="list-style-type: none"> <li>✓ Additional staffing where needed to support class sizes and support delivery of high quality first teaching.</li> <li>✓ Encouraging self-led professional development; Facilitating regular CPD opportunities for all teaching staff to support teachers/TAs, with a particular emphasis on writing, reading, maths and curriculum development.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The quality of teaching and learning in every classroom is enhanced by the effective use of highly effective teaching assistants.</li> <li>✓ All pupils make at least good progress.</li> <li>✓ Interventions are effectively led and taught with evidence of impact on pupil progress and achievement.</li> </ul>
<p><b>2. Pupils will develop and improve their basic skills in English and Maths</b> – This will be done in the first instance through quality first teaching; for identified pupils this may also be developed through small group and/or 1 to 1 interventions with a teacher or TA.</p> <ul style="list-style-type: none"> <li>✓ TAs deployed to provide extra support; smaller teaching groups (split inputs) and intervention for targeted pupils. Interventions include: <ul style="list-style-type: none"> <li>❖ Derbyshire Language Programme / BLAST</li> <li>❖ Early Words Together (Literacy Trust)</li> <li>❖ Launchpad for Literacy</li> <li>❖ Sounds Write Phonics</li> <li>❖ Lexia – Reading</li> <li>❖ Reading and writing intervention groups</li> <li>❖ Maths intervention groups</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Outcomes at KS1 and 2 are at least in line with National.</li> <li>✓ KS1 Year 1 phonics outcomes have improved from last year and are back in line with historical data and at least in line with National.</li> <li>✓ Data shows that the progress of pupil premium pupils is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing.</li> <li>✓ Gaps between pupil premium and non-pupil premium are diminishing.</li> <li>✓ Outcomes for pupil premium pupils are improving.</li> </ul>
<p><b>3. Increasing Opportunities and Experiences for children – ensuring that all pupils have a wide range of ‘real’ experiences to draw upon in their learning and when developing personal and life skills.</b></p>	<ul style="list-style-type: none"> <li>✓ Curriculum enrichment widens opportunities available and has a positive effect on attitudes to school and pupils learning. E.g. experiences to write about – Pupils work / evaluation of opportunities.</li> <li>✓ Pupils have access to a range of experiences – linked to ‘101 Things to do before you leave Easterside Academy’ – Cultural Capital.</li> <li>✓ Pupil / Parent feedback is positive.</li> </ul>
<p><b>4. Pupil/Parent Emotional, Behavioural Support – ensuring all children are secure in their emotional wellbeing in order for them to then achieve academically.</b></p>	<ul style="list-style-type: none"> <li>✓ Welfare, emotional, and safeguarding barriers are minimised, enabling children eligible for Pupil Premium funding to achieve as well as their peers.</li> <li>✓ Children have positive attitudes to learning and behaviour for learning is at least good and in many instances, outstanding.</li> <li>✓ Families are supported to reduce barriers to children’s achievement – financial, legal, emotional and medical support.</li> <li>✓ Headstart Gold Achieved.</li> </ul>
<p><b>5. Attendance – ensuring all children are in school to achieve.</b></p>	<ul style="list-style-type: none"> <li>✓ Parents are aware and fully informed as to what attendance is accepted and what unacceptable</li> </ul>

	<p>attendance is; and how this impacts on a child both academically and socially and emotionally.</p> <ul style="list-style-type: none"> <li>✓ Parents have accessed EWO and Care Team support when and where needed with a positive outcome on a child's attendance.</li> <li>✓ Attendance data for Pupil Premium children compares favourably with non PP children both nationally and school.</li> <li>✓ Whole school attendance is improving – Target 96%.</li> <li>✓ Whole school PA is reducing.</li> <li>✓ Individual case studies demonstrate the impact of improving attendance and impact on pupil achievements.</li> </ul>
<p><b>6. <u>Increasing Parental Engagement</u> – therefore increasing pupil engagement in learning. Building and developing the capacity for parents to support and encourage their own child to engage as learners and make good progress at school.</b></p>	<ul style="list-style-type: none"> <li>✓ Parental engagement at Open Mornings, Stay and Play and other events continue to increase.</li> <li>✓ Evidence that some 'harder to reach' parents have been encouraged successfully to engage with their child's learning in and out of school.</li> <li>✓ Parents feel involved in their child's learning.</li> <li>✓ Parents feel as though they are able to contribute to their child's learning.</li> <li>✓ Parental involvement data shows that parents continue to support the school and their child's learning in a variety of different ways.</li> <li>✓ Parent feedback is positive.</li> </ul>
<p><b>7. <u>Increasing pupil aspirations</u> – instilling a love for learning and a greater knowledge of the working world and opportunities available to them.</b></p>	<ul style="list-style-type: none"> <li>✓ Careers Curriculum from Early Years to Year 6 continues to be developed in order to raise aspirations and personal and life skills. Our Enrichment curriculum also supports this.</li> <li>✓ Pupils have had increased encounters with employers and employees, and a range of enrichment opportunities.</li> <li>✓ Pupils are able to talk about skills needed and valued within the workplace and give examples of when these are used.</li> <li>✓ Tees Valley Primary Careers Framework demonstrates improvements for the school when compared to the initial baseline.</li> </ul>

## 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: £71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Strengthen Quality of Teaching &amp; Learning of Sounds Write</b> – continue to ensure all teaching staff (including new staff) have received the 4 day training to deliver the phonics / spelling programme effectively across the whole school. Facilitate use of regular CPD / coaching / planned practise sessions from skilled leads and practitioners. This professional development is for all teachers and TAs, including additional support for Early Careers Teachers (ECT). Continued work with the West Garth English Hub and Sounds Write practitioner / lead to support and facilitate this.</p>	EEF – Phonics (+5)	1
<p><b>Strengthening Quality First Teaching of Maths Mastery</b> - Work with the Archimedes Maths Hub, including professional development and purchasing of resources to embed and sustain the teaching for mastery across all year groups. Continue to strengthen lesson design, developing mathematical subject knowledge as well as pedagogical subject knowledge and putting it into practice within the classroom. Strengthening fluency, the use of representations, variation (procedural and conceptual), language and opportunities to think deeper. Include support for ECT.</p>	EEF - Mastery Learning (+5)	2
<p><b>Use of Writing Rubrics</b> – provide professional development for all teaching staff, including the purpose and use, and effective writing of rubrics. All classes across school to implement the use of writing rubrics this year as a tool to improve pupils own and others writing. Rubrics support pupils planning, monitoring and evaluating of writing.</p>	EEF – Linked to Metacognition and self-regulated learning (+7)	1
<p><b>Strengthening Our Signature Pedagogies across the whole school – outdoor learning (LOtC); collaboration and AFL</b> (feedback within the classroom in particular). These are our golden threads that run throughout our whole curriculum. A focus on strengthening ‘<b>Feedback</b>’ supports the use of rubrics for writing; our scaling (reviewing), peer tutoring and use of peer critique. Professional development provided to support – including revisiting Kagan Structures for collaborative learning; LOtC CPD for all teaching staff.</p>	<p>These aspects of our teaching and learning link to areas recognised within the EEF Toolkit as having low cost and high impact.</p> <p>Feedback (+8) / Metacognition and self-regulated learning (+7)</p> <p>Collaboration (+5)</p> <p>Outdoor Learning / Adventurous (+4)</p>	1 / 2 / 3
<p><b>Careers Curriculum</b> – Development of a whole school careers curriculum to raise aspirations whilst developing personal and life skills progressively. Mapped in opportunities to meet adults from a range of careers as well as taking part in activities linked to specific career paths e.g. STEM opportunities.</p>		7 Also impacts on 1 / 2 / 5
<p><b>Employ Additional Teacher and Teaching Assistants to Support Quality First Teaching</b> – whilst also providing quality interventions. Ensuring T/TAs are highly qualified through a range of professional development in line with what teachers receive. Interventions are bespoke and include pre-teaching and post-teaching linked directly to teaching and learning in the classroom. Identified areas within school where additional TA use would be most beneficial – this is</p>	EEF – Teaching Assistant Interventions (+4)	1 / 2

flexible and reviewed throughout the year and from year-to-year.		
<b>Developing Use of Launchpad for Literacy in Early Years (KS1)</b> - a systematic, skill-based approach to developing literacy in young pupils. Enables teachers to identify and close specific skill gaps with individuals and vulnerable groups, assessing, tracking and quantifying the process of closing the gap. Enables teachers to identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and 'Quality First Teaching.' Continued professional development and practise sessions to strength its use.	<a href="#">Linked to EEF – Phonics (+5)</a>	1

## Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £87,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Implementation and use of Reading Plus across KS2</b> – supporting both targeted pupils and all pupils reading – focus on reading comprehension and providing pupils with regular opportunity to practise taught reading comprehension strategies independently. Increase wider reading and reading for pleasure – other activities / events planned.	<a href="#">EEF – Reading Comprehension Strategies (+6)</a>	1
<b>Implement the National Literacy Trust TutorMate Programme at KS1</b> – 1 to 1 targeted tutoring of identified pupils for reading.	<a href="#">EEF – one to one tuition (+5)</a>	1
<b>Maths Mastery Classes</b> – identified Year 6 pupils access to mastery maths class weekly with Year 7 teacher and supported my teacher. Small group. Supporting pupils to achieve above age related expectations at the end of the year.	<a href="#">EEF – Small group tuition (+4)</a> <a href="#">Mastery Learning (+5)</a>	2 / 7
<b>Sounds Write / Reading Interventions</b> – Whole school - Identified pupils e.g. bottom 20%. Ensure staff delivering have received the 4 day training. Continued professional development throughout the year, including regular 'practise sessions'. Pupils receiving 10 mins 1 to 1 every day as well as additional phonic / reading sessions through the week.	<a href="#">EEF – Small group tuition (+4)</a> <a href="#">Phonics (+5)</a>	1
<b>Precision Teaching</b> – 1 to 1 intervention 10 mins a day, to accelerate a pupil's learning by making the teaching as precise and effective as possible – targeted children linked to English and Maths. Teachers and TAs to receive professional development on precision training from 'Applied Psychologies'.	<a href="#">EEF – one to one tuition (+5)</a>	1 / 2
<b>Year 2 Maths Small Group Teaching with Teacher</b> – identified small group of pupils predicted to get EXS at the end of Year 1 but didn't. Analysis carried out to	<a href="#">EEF – Small group tuition (+4)</a>	2

identify gaps in learning in order to accelerate learning. Daily teaching in autumn 1.		
<b>School-Led Tutoring</b> – tutoring funding will be used to provide bespoke 1 to 1 / small group tutoring to support identified pupils close gaps in learning and accelerate progress where needed.	EEF – one to one tuition (+5) EEF – Small group tuition (+4)	1 / 2

## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £112, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Supporting Pupils Mental Health and Wellbeing</b> – access to 1 to 1 and group Play Therapy; continuing to embed the THRIVE Approach across the whole school and within classrooms; THRIVE practitioners providing 1 to 1 intervention; Employ Care Team providing 1 to 1 / groups support, mentoring and wellbeing interventions, including support for parents. Include whole school THRIVE professional development to continue to strengthen the whole school ethos and culture. Include additional support for ECT. Senior leader completing THRIVE training to ensure a strategic approach to whole school emotional health and wellbeing.	EEF – Behaviour Interventions (+3) Social and Emotional Learning (+4)	4 / 6  Also supports 1 / 2
<b>Continue to Improve Attendance for all Groups</b> - to ensure all pupils are in school and have the best opportunities possible to make at least good progress in all areas of learning – employ Education Welfare Officer (Education Welfare Ltd) to help support families with attendance and acute need. This is supported by our Care Team and Attendance Team. The academy to participate in 'Roary's Class Acts' – attendance class initiative.		4 / 5 / 6
<b>Increasing Opportunities and Experiences for Children</b> – ensuring all pupils have a wide range of 'real' experiences to draw upon in their learning e.g. writing, and when developing life skills. Curriculum enrichment widens opportunities available and has positive effect on attitudes to school and pupils learning. Cultural capital. Experiences include those identified within our enrichment curriculum plan and 101 Things to do before you leave Easterside Academy e.g. camping out overnight on the school field. Year 2 pupils targeted for Children's University initiative.	Links to EEF – Physical Activity (+1) in some areas.	3 / 7  Impacts also on 4 / 5
<b>Use of Yoga to Improve Wellbeing and Readiness to Learn</b> – targeted at Reception children to prepare them for Year 1. Focus on developing listening and attention through use of story and Yoga techniques / movement – one year programme. Year 5/6 also targeted for Yoga in the Spring Term – supporting wellbeing (especially for Year 6's leading up to SATs).	EEF – Physical Activity (+1)	1 / 2 / 4

<p><b>Parental Engagement</b> – planned opportunities / activities / events to engage parents in their child’s learning and the school’s curriculum. Opportunities for parents to engage in their own learning – literacy / ICT. Programme for parents to support their child at home e.g. behaviour, wellbeing, cooking.</p>	<p>EEF – Parental Engagement (+4)</p>	<p>6</p> <p><b>Impacts also on</b> 1 / 2 / 4</p>
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## Total budgeted cost: £270,000

### Review: Last Year’s Aims and Outcomes

Aim	Outcome
<p><b>Quality support for Teaching &amp; Learning/Interventions - ensuring High Quality First Teaching from all teaching staff.</b></p>	
<ul style="list-style-type: none"> <li>✓ <b>Embedding ‘Sounds Write’.</b> Improved Year 1 phonic scores and basic reading and writing skills across EYs / KS1.</li> <li>✓ Supporting C-19 ‘catch-up’ in phonics in Year 3 and developing a spelling programme across KS2.</li> </ul>	<p>All teaching staff including teachers and TAs will have received 4 day paid ‘Sounds Write’ phonic teaching that supports the delivery of phonics and spelling across the whole school. Staff training continued this year despite C19. Some accessed training face-to-face and other virtually. Most staff are now trained – final members of staff will be trained next year as we continue to embed it across the whole school.</p> <p>Further purchasing of ‘phonic’ based reading books for EYs / KS1 and SEND in Y3/4.</p> <p>Worked with the West Garth English Hub to develop our teaching of Sounds Write and early reading in Early Years and KS1. Use of coaching methods and demonstration sessions for staff have shown an increase in confidence when teaching as well as consistency and fidelity to the Sounds Write programme in EYs and KS1.</p> <p>Year 1 phonic data at the end of the academic year indicates that pupils have made exceptional progress and ‘catch-up’ after C-19. Predictions for the phonic screen in autumn 2021 are set to be at least in line with national.</p>
<ul style="list-style-type: none"> <li>✓ Pupil progress data shows that the progress of the pupil premium pupils in reading and writing is at least good and in many cases accelerating in line with expectations.</li> </ul>	<p>C-19 in 2020-21 impacted on the outcome of this target due to the national lockdowns and bubbles isolating throughout the year.</p> <p>During the autumn term pupils across the school made good progress in ‘catching-up’ in English following the national lockdown in 2019-20. This included the progress of PP pupils. Due to the second national lockdown much progress was then lost, more noticeably in writing. At the end of the academic year after pupils returned, good progress was made from starting points, however both reading and writing will be a focus for the academy improvement plan and pupil premium strategy for 2021-22.</p> <p>The purchasing of reading books linked to our phonic programme is having a positive impact on early reading.</p>
<ul style="list-style-type: none"> <li>✓ Pupils in Reception are ‘ready to learn’ on entry to KS1 – attention and listening skills are at least in line with National expectations.</li> </ul>	<p>Impact and Change Programme – Mighty Warriors Yoga. Delivered weekly throughout the Reception year.</p> <p>From the baseline taken at the start of the reception year, at Spring Half term pupils had particularly improved in ‘listening and attention’ and ‘speaking’.</p> <p>The programme was cut short due to COVID 19.</p> <p>Developing attention and listening skills continued however to be a focus when pupils returned to school through key worker time and focused activities. At the end of the academic year 72% of pupils achieved age related expectations in ‘Listening and</p>



	Attention'. There was no gap between PP and non-PP pupils. This is significant progress as the baseline on entry to reception had shown that 15% of children were still working at 22-36 months for this area.
<p><b><u>Increasing Opportunities and Experiences for children</u> – ensuring that all pupils have a wide range of 'real' experiences to draw upon in their learning and when developing life skills.</b></p>	
<ul style="list-style-type: none"> <li>✓ Pupils have access to a range of experiences – linked to '101 Things to do before you leave East-erside Academy' – Cultural Capital.</li> </ul>	<p>Due to COVID 19 the majority of visits and experiences were unable to take place, however as an academy we have begun to plan an enrichment and extra-curricular curriculum that goes alongside our curriculum. This is something that will be completed in 2021-22 and put into place now C-19 restrictions have been lifted.</p> <p>Our STEM project building and racing a kit car with industry was able to go ahead both virtually and in person at the end of the year. This project was a huge success and has been written into our curriculum enrichment plans.</p>
<p><b><u>Pupil/Parent Emotional, Behavioural Support</u> – ensuring all children are secure in their emotional wellbeing in order for them to then achieve academically.</b></p>	
<ul style="list-style-type: none"> <li>✓ Welfare, emotional, and safeguarding barriers are minimised, enabling children eligible for Pupil Premium funding to achieve as well as their peers.</li> <li>✓ Families are supported to reduce barriers to children's achievement – financial, legal, emotional and medical support.</li> </ul>	<p>In the autumn term the academy used the Thrive Approach to screen all pupils' emotional and personal development. This enabled us to deliver bespoke teaching and learning to support all pupils, as well as 1 to 1 interventions with our Thrive Practitioners. The academy facilitated protected time with all three practitioners weekly to carry out 1 to 1 interventions – during the lockdown and when pupils were in school. Thrive online data shows that these interventions had impact for those pupils.</p> <p>Over the national lockdown we continued to ensure all children were secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically – daily 'check in's' virtually; phone calls home; daily interactions with class staff on the Seesaw learning platform.</p> <p>Our pastoral lead is a key member of the Leadership Team and key to the leadership / management of the Care Team in school.</p> <p>Lockdown/COVID impacted on role – wellbeing lead took on specific family cases; home visits; food parcel deliveries; social care meetings over this period. The team also increased by 4 more over this period in order to support families / social care over this period.</p> <p>Parents / families engage well with the lead and the Care Team. Significant positive impact on families.</p> <p>The academy also provided specialist Play Therapy – 'Playing for Real Ltd' – throughout the academic year and through C-19.</p>
<p><b><u>Attendance</u> – ensuring all children are in school to achieve.</b></p>	

<ul style="list-style-type: none"> <li>✓ Attendance data for Pupil Premium children compares favourably with non PP children both nationally and school.</li> </ul>	<p>The academy's attendance remained above 95% until the last three weeks of the summer term, when due to a sudden increase in Covid positive cases both nationally and within school, some parents began to keep their children off school to try and protect holidays booked at the start of the summer break.</p> <p>There continues to be a gap between the attendance of our PP and non-PP pupils. This is directly linked to some of our families facing the most challenges.</p> <p>The academy has case studies demonstrating improvements in attendance for some pupil premium pupils that were PAs's in 2019-20 and who weren't in 2020-21 following support from our Care Team and EWO.</p>
<p><b><i>Increasing Parental Engagement – therefore increasing pupil engagement in learning. Building and developing the capacity for parents to support and encourage their own child to engage as learners and make good progress at school.</i></b></p>	
<ul style="list-style-type: none"> <li>✓ Meetings with parents provide further opportunities for open communication about pupil progress and next steps.</li> <li>✓ Parents feel involved in their child's learning.</li> </ul>	<p>Impacted by Covid-19.</p> <p>Parents were not allowed on site due to restrictions.</p> <p>Exceptions were made in some cases for families experiencing the most challenges, to enable them to meet with staff and services to support.</p> <p>Staff made phone calls home to families over the lockdown and communicated using the remote learning platform Seesaw.</p> <p>Consultation times took place over the phone or via Microsoft Teams.</p> <p>Parent questionnaires were sent home virtually regarding the remote learning platform and the academy's communication. Parent responses and feedback to both were very positive. Feedback can be found here:</p> <p><a href="https://eastersideacademy.co.uk/news/2021-04-18-responses-from-our-communication-parent-carer-questionnaire">https://eastersideacademy.co.uk/news/2021-04-18-responses-from-our-communication-parent-carer-questionnaire</a></p> <p><a href="https://eastersideacademy.co.uk/news/2021-03-07-responses-from-our-parent-remote-learning-questionnaire">https://eastersideacademy.co.uk/news/2021-03-07-responses-from-our-parent-remote-learning-questionnaire</a></p> <p>The academy was externally reviewed and awarded The Leading in Parental Partnership Award (LPPA) for another three years.</p>
<p><b><i>Increasing pupil aspirations – instilling a love for learning and a greater knowledge of the working world and opportunities available to them.</i></b></p>	
<ul style="list-style-type: none"> <li>✓ The school has a careers programme linked to the curriculum.</li> <li>✓ Pupils have had the opportunity to listen and talk with a variety of different adults from a variety of different careers.</li> <li>✓ Pupils have had opportunity to develop and practise life skills such as: <b><i>problem-solving skills / communication skills / leadership skills / teamwork skills / negotiation skills / presentation skills / organisation skills / decision making skills / time management / positive attitude</i></b></li> </ul>	<p>A Careers Curriculum has been mapped out from EYs to Year 6 and embedded in the whole school curriculum. This can be found on our website.</p> <p><a href="https://eastersideacademy.co.uk/important-information/curriculum/our-careers-curriculum">https://eastersideacademy.co.uk/important-information/curriculum/our-careers-curriculum</a></p> <p>Despite Covid restrictions pupils were able to talk to a range of visitors / speakers about their careers and pathways. This included: gardening company manager; museum worker; engineer; road safety pedestrian trainers etc.</p> <p>The careers curriculum has been monitored throughout the year and supported by its lead in school.</p>