



Pupil premium strategy statement – Ettington Church of England Primary School

At Ettington C of E Primary School our intention is that all pupils, irrespective of their background or challenges make good progress and achieve high attainment across all subjects.

The objectives of our pupil premium strategy are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all our disadvantaged pupils to make at least nationally expected progress.
- To support our children's health and well-being to enable them to flourish.

Identification

- Pupil premium students are identified from the January pupil census.

Strategies

- Some children need high quality, tailored support
- Some may benefit from attending clubs they would not be able to access such as swimming lesson, football clubs and dance
- Pupil premium children benefit from high-quality teaching and learning
- Adaptive teaching and learning opportunities
- Help parents with wrap around care so that parents can work, breaking the cycle of disadvantage
- Leaders identify training that will continue to provide the best opportunities for all pupils e.g. staff have received training around restorative practice and Early Help.
- All teachers are aware of the pupil premium pupils in their class and plan accordingly with support and challenge so that they have the same opportunities as their peers.
- The outcomes of the pupil premium students are discussed case by case at parents evening.
- The school is committed to a rigorous and robust recruitment process for teachers, teaching assistants and midday supervisors only employing staff who will provide the best opportunities for children and dedicated to continuous professional development.
- To maximise effectiveness, we will act early and adopt a whole school approach in which all staff take responsibility for disadvantage pupils' outcomes and raise expectations of what they can achieve.

School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 192 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Michelle Crowe (Headteacher) |
| Pupil premium lead | Michelle Crowe (Headteacher) |
| Governor lead | Jonathan Allen (Vice Chair of Governors) |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £38,480 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £0 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £38,480 |

Part A: Pupil premium strategy plan

Statement of intent

At Ettington Church of England Primary School, we aspire to live out God's plan for all creation to flourish. We believe in providing our children with varied opportunities to use and develop the gifts and talents they have been blessed with, to ensure they embrace "Life in its fullness" (John 10:10). It is our intention that all pupils receive the best possible school experience, where our high expectations are matched by an aspirational, innovative curriculum; well trained staff and families are supported to match the ambitions we have for our children.

We believe that all children, irrespective of their background or the challenges they face, should experience success; feel valued and cared for; are equipped with strategies to become successful people; and who leave our school with ownership over their own life choices. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, with a particular emphasis on the core basics of reading, writing and key maths knowledge and skills and Social, Emotional Mental Health (SEMH) support for children and families which complements and enhances our curriculum and supports safeguarding all our school community. We consider the challenges faced by all pupils, not only those classed as vulnerable, such as those who have a social worker, receiving Early Help or experiencing attendance difficulties and those with SEMH (particularly anxiety) issues which can disrupt engagement in school life. Our strategy recognises that the level of support individual children and families need varies at different times so is a flexible approach.

High-quality teaching for all children is at the heart of our approach, with a focus on areas in which 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

We have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Academic progress of all pupils is reviewed at least termly by all staff. Additionally, there is a dedicated team who plan, review and co-ordinate and deliver Special educational Needs and Disabilities (SEND) and SEMH support for identified children. This includes any children we identify as being vulnerable to finding engagement in school life difficult for any reason, not only children termed 'disadvantaged'.

Our intended outcomes feed into our school improvement plan (SIP) and therefore remain at the heart of our improvement journey in growing our children as lifelong learners.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Reception children have lower than usual starting points expected for Personal, Social and Emotional Development and in literacy, particularly in communication and language |
| 2 | Children in EYFS, Years 1 and 2 are behind in their phonics knowledge and acquisition than usual, impacting their reading and writing development. |
| 3 | End of year assessments show that the gap between disadvantaged children and their peers across the whole school is not reducing in reading, writing and maths and disadvantaged children are not meeting the Expected Standard Greater Depth. Children need to make accelerated progress, particularly in reading and writing. |
| 4 | Assessments and teacher observations have shown that there is an increased number of children experiencing anxiety about coming in to school, developing and maintaining friendships and accessing work at the expected standard. This anxiety hinders children's ability to focus on work in class and to establish and maintain effective friendships. |
| 5 | Our attendance data over the last year indicates that attendance among disadvantaged pupils has been approximately 10% lower than for non-disadvantaged pupils. 85% of disadvantaged pupils have been absent compared to 95% of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |

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 |
|---|--|
| Raise the % of disadvantaged children across the school achieving at least EXS in Reading, Writing and Maths. | End of year assessments show that the attainment gap between disadvantaged children and their peers across the whole school is lessened in reading, writing and maths at the Expected Standard and at Greater Depth. |
| Vulnerable children attend school regularly. | Attendance of vulnerable children is 96%+. All children with attendance below 90% are identified and supported to enable attendance. |
| All children eligible for Pupil Premium are identified in a timely fashion and supported to register. | Families eligible for Pupil Premium identified and registered. Families are fully informed of |

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| | the variety of support we are able to offer in school and as part of the local community. |
| EYFS children are confident and independent learners; have developed good speaking, listening and writing skills and are able to access mainstream learning at the expected standard. | EYFS data shows that vulnerable children show a good level of development (GLD) by the end of EYFS. |
| Ensure that every child receives high quality teaching every day. | Standards of teaching will be graded at least good with a vast majority graded outstanding. This will be evidenced through the monitoring cycle and teacher triangulation. A comprehensive catalogue of CPD support and training accessed by teachers and teaching assistants. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Our school focus on Oracy will be evident in lesson observations. Alongside this, vocabulary will be clearly displayed and used in classrooms and children will know how to access and use new vocabulary. This will be linked with and triangulated with Pupil Book Studies by Senior leaders and Subject Leaders, when children will be able to articulate their knowledge and learning, showcasing the vocabulary taught. |

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.

[EEF Evidence Brief](#)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Quality First Teaching - CPD throughout the school year focused Improved AfL opportunities enhance Teaching and Learning (SIP 1,2) | Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop | 1, 2, 3, 4 |

| | | |
|---|--|-------------------|
| | <p>teaching quality and enhance children’s outcomes in the classroom. To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms. Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice. Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning. Those who select PD should look for mechanisms in prospective programmes; those who design PD should include mechanisms in their design.</p> <p>Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students’ learning. Meaningful feedback, done well, supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>AfL Feedback Effective PD</p> | |
| <p>SEND children make at least expected progress as a result of the high expectations and adaptations that staff make to classroom practice through implementation of the Inclusion Framework (SIP 2)</p> <p>Subscribe to SEND Supported to support</p> | <p>Internal data, Pupil Profiles, End of Key Stage data, Education, Health Care Plan reviews and applications. Pupils with SEND have the greatest needs for excellent teaching and are entitled to provision that supports achievement and enjoyment at school: many of our disadvantaged pupils are also on our SEND register and for class teachers to fulfil their roles fully with regards to SEND, further support and guidance provided by the SENCo will have a high impact on the quality of interventions and leadership of SEND at a strategic level.</p> <p>Specialist teachers assess needs and train staff in school, therefore upskilling them and increasing their knowledge.</p> | <p>1, 2, 3, 4</p> |

| | | |
|---|---|------------|
| specialist assessments and action planning. (SIP 2) | SEND in mainstream schools | |
| Ensure that there is a Teaching Assistant in every class each morning to support learning for all children. | Evidence consistently shows the positive impact that teaching assistants can provide to classroom teaching. Effective use of Teaching Assistants / Interventions | 1, 2, 3, 4 |
| Enhancement of maths teaching & curriculum planning. (SIP 1) | Work with the Origin Maths Hub to support pre-teach, consolidation teaching, interventions, teaching and more able learners. NCETM Maths Guidance | 3,4 |

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

Budgeted cost: £7,480

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Ensure that all classes have additional Teaching Assistants for at least 2 afternoons per week available to support learning as close to the point of teaching at possible for all children to reinforce learning and address misconceptions. | Evidence consistently shows the positive impact that teaching assistants can provide to classroom teaching. ...even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted support. EEF Improving Literacy in Early Years and KS1 | 1, 2, 3, 4 |
| Develop Early Years speaking and listening skills and wider understanding of language (SIP 6,7) | Language provides the foundation of thinking and learning and should be prioritised. EEF Improving Literacy in Early Years and KS1 Communication and language provide the foundations for learning, thinking, and wellbeing. A child's core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period ¹ . Evidence indicates that success in literacy relies on the secure development of language ² , and that these skills are amongst the best predictors of educational success ¹ | 1, 2, 3, 4 |

| | | |
|--|---|---------|
| | EEF Supporting Oral Language Development | |
| Provide accelerated reading opportunities to support the promotion of books and the increased fluency of readers (SIP 1,6,7) | Support pupils to develop fluent reading capabilities - Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. EEF Improving Literacy in KS2 | 1,2,3,4 |

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

Budgeted cost: £6,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| To develop the Thrive Approach with a trauma-informed, whole school approach, to supporting mental health and wellbeing - exceptional provision is in place to identify and effectively educate and support the mental health and wellbeing of pupils. (SIP 4) | Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. Improving SEL Thrive Approach | 1,2,3,4,5 |
| Have a strong understanding of the causes of absence for all groups of learners, especially pupil premium and SEND children and have a clear strategy for | Persistent absence is an immediate issue facing schools across the country... we know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So, tackling persistent absence is an important part of improving education outcomes for this group. | 5 |

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|--|---|-----------|
| support that improves attendance. (SIP 3) | EEF Improving Attendance and Support for Disadvantaged Pupils Supporting School Attendance | |
| To subsidise extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips To provide out of school's hours provision including for summer schools and wrap around care. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to support working parents and provide care opportunities out of school hours. We will also subsidise activities such as sport, music lessons and school trips to offer a breadth of learning opportunities in line with our school vision and values and to support the establishment and maintenance of effective friendships. | 1,2,3,4,5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | |

Total budgeted cost: £38,480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, 2023-2024, to results achieved by our non-disadvantaged pupils. We have drawn on national assessment data and our own internal summative and formative assessments, (though these comparisons are to be considered with caution given the small number of disadvantaged children in each of our cohorts).

KS2 SATs

| | Reading | Writing | Maths | SPaG |
|----------------------|---------------|---------------|---------------|---------------|
| All pupils | 92.6% (25/27) | 88.9% (24/27) | 92.6% (25/27) | 92.6% (25/27) |
| Disadvantaged pupils | 100% (4/4) | 75% (3/4) | 75% (3/4) | 75% (3/4) |

Reported Data - Disadvantaged

| EYFS GLD 2023-24 | KS1 2023-24 Phonics | KS1 2023-24 Reading | KS1 2023-24 Writing | KS1 2023-24 Maths | KS2 2023-24 Reading | KS2 2023-24 Writing | KS2 2023-24 Maths |
|------------------|---------------------|---------------------|---------------------|-------------------|---------------------|---------------------|-------------------|
| 100% (1/1) | 33% (1/3) | 75% (3/4) | 75% (3/4) | 75% (3/4) | 100% (4/4) | 75% (3/4) | 50% (2/4) |

Reported Data - Non-Disadvantaged

| EYFS GLD 2023-24 | KS1 2023-24 Phonics | KS1 2023-24 Reading | KS1 2023-24 Writing | KS1 2023-24 Maths | KS2 2023-24 Reading | KS2 2023-24 Writing | KS2 2023-24 Maths |
|------------------|---------------------------|---------------------|---------------------|-------------------|---------------------|---------------------|-------------------|
| 85.0% (17/20) | Year 1 92% Year 2 100% | 92% (23/25) | 88% (22/25) | 96% (24/25) | 91.3% (21/23) | 91.3% (21/23) | 87% (20/23) |

Data demonstrates the difference in attainment between all pupils and their disadvantaged peers at the end of KS2 SATs. Additional data compares disadvantaged pupils and non-disadvantaged pupils across all reported data. Meaningful comparisons are difficult to make based on the small number of disadvantaged children in the cohorts. Based on forensic data analysis, the progress of our disadvantaged pupils met expectations, however the attainment of disadvantaged pupils remains a concern.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that disadvantaged pupils achieved 85.4% attendance in the last academic year, whereas their non-disadvantaged peers achieved 95.5% attendance.

Due to small cohort numbers for disadvantaged pupils, forensic analysis is gathered to identify and support barriers to attendance.

Well-being of disadvantaged pupils was observed as lower than that of their non-disadvantaged peers, with 46% requiring Nurture support, 12% of families accessing support from Early Help and 8% referred for support from the Mental Health in Schools Team.

Teaching staff identified barriers to learning for disadvantaged pupils, explored desired outcomes and how we could achieve outcomes.

| Desired Outcomes -what we want to achieve using funding | Success Criteria – how we want to achieve these desired outcomes |
|---|---|
| <ul style="list-style-type: none"> • Improve attainment – R/W/M/SPag/Sc or wider curriculum • Accelerate progress to reduce the gap • Improve behaviour • Improve self-confidence/ self-esteem • Improve engagement of family • Develop personal skills and qualities – friendships • Widen opportunities – extra curriculum • Improve transition to high school • Improve well-being | <ul style="list-style-type: none"> • Meets ARE or better in core areas / all subjects • Makes accelerated progress -7 point or more in a year • Makes at least expected progress – 6 points a year • Attendance increased to 96% • Arrives at school by registration • Parental engagement at meetings • Parents read daily with child • Parents support homework and ensure it is completed • Child has at least one strong friendship • Child engages in extra-curricular activities • Child develops a hobby • Child takes on a responsibility in class/school • Child completes more work set to a higher standard |
| What we are doing... | |
| <ul style="list-style-type: none"> • Child receives targeted intervention carefully mapped to maintain / accelerate progress • Child is funded for one after school club cycle per term (three cycles per year) • Child is funded for one musical instrument tuition cycle per term (three cycles per year) • Opportunities for completing computer-based homework in school time • Child has access to toast / crumpet at break time • Child has access to uniform subsidy as required • Child has educational trips funded and Year 6 residential trip subsidised • Parents can access support for BASE (wrap around care – 2 sessions per week) • Child can purchase books for home – up to six per year) | |

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required to support at least good progress. We are building on that approach with the activities detailed in this plan. We have reviewed and re-written our behaviour policy to introduce and develop a focus on restorative practices. We triangulated evidence from multiple sources of data including assessments, engagement in book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We used the EEF’s implementation guidance to help us review and develop our strategy.

School purchased standardised diagnostic assessments and trained staff to ensure assessments were interpreted and administered correctly. Diagnostic assessments have provided standardisation and identified areas for development for individual pupils, or across classes and year groups.

Quality First Teaching - CPD throughout the school year focused on embedding Rosenshine’s Principles of Instruction to support the school in delivering a tailored approach to teaching and learning. Cover time for teachers was provided to enable participation in Mentoring and Coaching from outstanding practitioners in school. 2 teachers have undertaken professional development in NPQ programs. 1 in Leading Teaching and 1 in Leading Behaviour and Culture.

1 teacher has also completed Senior Mental Health Lead Training.

Funding ensured liaison, identification and referral for children assessed as benefiting from early identification and support from MHIS Teams and allocated trained TA support to provide Nurture Group / Lego Therapy / Art Therapy.

The DHT / SENCo is employed over 4 days per week to provide support and training for all staff, monitor and assess progress of vulnerable children and liaise with outside professionals. This has ensured that internal data, Pupil Profiles, Staff Training, Education, Health Care Plan reviews and applications are well led and managed at the earliest time. Pupils with SEND have the greatest needs for excellent teaching and are entitled to provision that supports achievement and enjoyment at school: many of our disadvantaged pupils are also on our SEND register and for class teachers to fulfil their roles fully with regards to SEND, further support and guidance provided by the SENCo will have a high impact on the quality of interventions and leadership of SEND at a strategic level.

Evidence consistently shows the positive impact that teaching assistants can provide to classroom teaching. Funding is used to endeavour to provide support at least in every class each morning to support learning for all children and for at least 2 afternoons per week to support learning as close to the point of teaching as possible for all children to reinforce learning through intervention and to address misconceptions.

Assessment material and staff training to Develop Early Years speaking and listening skills and wider understanding of language have been purchased and developed to support early identification and intervention of barriers to learning.

Through the development of accelerated reading opportunities within the curriculum, we have supported the promotion of books and the increased fluency of readers.

Recovery funding was used to support school-led tutoring for pupils who were at risk of not reaching ARE or Greater Depth.

We additionally used funding from the Sports Premium to provide after school sports opportunities run by qualified coaches free of charge to children across the whole school and offer Sports Programmes during the school holidays. This allowed for children to develop friendship and social skills, as well as to develop health and fitness. This supported our plan to increase attendance, support those with anxiety / SEMH issues and develop positive engagement in school life.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
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| | |