

Pupil premium strategy statement – Ettington Church of England 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
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Michelle Crowe (Headteacher)
Pupil premium lead	Michelle Crowe (Headteacher)
Governor / Trustee lead	Yolanda Franklin (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,165
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>	£3,770
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>	£41,935

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 of 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. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified.

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 development plan 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 speech and language
2	Children in Years 1 and 2 are behind in their phonics knowledge and acquisition than usual, impacting their reading and writing development.
3	There is a rising number of EAL children across the school which impacts on those children developing phonic skills and knowledge.
4	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.
5	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.
6	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.
EAL children are well supported to develop the necessary language skills required for their age.	All EAL children are identified and have pupil profiles in place if necessary. 75%+ of EAL children achieve the expected standard in reading at the end of each year.

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 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3, 4

interpreted and administered correctly.		
<p>Quality First Teaching - CPD throughout the school year focused on the Rosenshine's Principles of Instruction and using Challenging Education to support the school in delivering a tailored approach.</p> <p>Providing cover time for teachers to participate in Mentoring and Coaching opportunities for teachers from outstanding practitioners in school.</p> <p>Providing cover time for teachers to undertake professional development such as NPQ program for Leading Teaching</p>	<p>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 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. (EEF Effective Professional Development)</p> <p>EEF Pupil Premium Evidence Brief</p>	1, 2, 3, 4
Train staff in supporting EAL children and children with Speech and Language delays / difficulties.	<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 Oral Language Interventions</p>	1, 3
Ensure that SENCo is employed on sufficient days to provide support and training for all staff, monitor and assess progress of vulnerable children and liaise with outside professionals.	<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</p>	1, 2, 3, 4, 5

	guidance provided by the SENCo will have a high impact on the quality of interventions and leadership of SEND at a strategic level.	
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.	1, 2, 3, 4,5

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

Budgeted cost: £12,500

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, 5
Develop Early Years speaking and listening skills and wider understanding of language	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 EEF Supporting Oral Language Development	1, 2, 3, 4

Provide accelerated reading opportunities to support the promotion of books and the increased fluency of readers	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	4
Engaging with 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, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF And in small groups: Small group tuition EEF Evidence from EEF suggests 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. Gains 4+ months	1, 2, 3, 4, 5

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

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

procedures and appointing attendance/support officers to improve attendance.		
<p>Trained staff to support the development of our work as a Trailblazer school in supporting the mental health and well-being of both adults and children in school. Training and release time for MH Lead and MH First Aiders.</p> <p>Liaison, identification and referral for children assessed as benefitting from early identification and support from MHIS Teams.</p> <p>Allocated trained TA support to provide Nurture Group / Lego Therapy / Art Therapy</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF - SEMH</p>	5
<p>To subsidise extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips</p> <p>To provide out of school's hours provision including for summer schools and wrap around care.</p>	<p>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.</p> <p>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.</p>	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: £42,000

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, 2022-2023, 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).

	Reading	Writing	Maths	SPaG
All pupils	74%	78%	74%	71%
PP pupils	67% (2/3)	100% (3/3)	33% (1/3)	33% (1/3)

The data demonstrates the difference in attainment between all pupils and their disadvantaged peers at the end of KS2 SATs. Our analysis demonstrates the need for our disadvantaged pupils to make accelerated progress in order to close the gap between attainment and progress and match that of their non-disadvantaged peers. Based on 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% attendance in the last academic year, whereas their non-disadvantaged peers achieved 95% 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.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required to ensure 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. This year we intend to focus on School Led Tuition rather than NTP. The evidence from last year was that the teachers who delivered the interventions in school led had considerably more success.

CPD – During the last year, there was whole staff development of Rosenshine’s Principles of Instruction. Evidence during lesson observations and learning walks has shown how this practice has promoted skills in oracy, questioning and mastery style approaches to teaching and learning across all subject areas. This year, we aim to embed this approach and the develop the work of Trevor Sutcliffe at Challenging Education to support the Raising the Attainment of Disadvantaged Youngsters (RADY). Nurture programmes delivered by a nurture trained TA in KS2 - Children had time to process any dysregulation they brought into school before going into class. We will continue to use it through the implementation of activities. Funding was used to support -

- payment for all trips/residential visits (contribution to cost for residential)
- Attendance at all clubs/holiday clubs/ wrap around care (one am/pm session p/week)
- Attendance at music peripatetic lessons (£66 per term approx.)
- Contributions towards uniform/equipment/books/PE kits
- Small group or 121 intervention

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