

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Etonbury Academy
Number of pupils in school	1013 ( raised from 925)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2020/2021 to 2023/2024
Date this statement was published	Jan 2023
Date on which it will be reviewed	Sep 2024
Statement authorised by	
Pupil premium lead	Mr M Craddock
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 153,255
Recovery premium funding allocation this academic year	£36,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£189,635

# Part A: Pupil premium strategy plan

## Statement of intent

We believe that the absolute best way to improve outcomes for all of our young people is to provide them with outstanding teachers who can help them to excel in their learning and make excellent progress. That is why we spend most of the grant on staffing.

We also recognise that some students have gaps in their learning due to having attended a number of schools, they may also need additional support to raise their aspirations and achieve the very best that they can. We invest in additional intervention with our Maths and English specialist teachers as well as, additional tutors in Maths and English to support in this area, and spend a significant amount of our time and energy ensuring that the quality of teaching is excellent in all areas.

We expect teaching staff to do more for our disadvantaged children so that the gap can be narrowed and so that they can secure as good, if not better outcomes than their peers. Our intention at the Etonbury Academy is that all students regardless of their background make good progress during their time at the academy and attain well in all areas of our high challenge curriculum. This will drive all students with not only a good set of exam results but also with the skills that they need to integrate effectively into society when they leave ETA.

Our strategy is based around highly effective teaching and learning. The education endowment foundation identified high quality teaching as having the biggest impact on the progress of disadvantaged pupils whilst maintaining the progress of all students that attend the academy. The strategy will focus on equipping the highly effective teachers at the academy with the tools they need to design high challenge, knowledge rich and accessible curriculums across all subjects and giving these teachers the tools to implement their curriculum. Highly effective assessments will be used to judge the impact of the curriculum and then to target interventions towards all students which include our PP Cohort that are not making the desired progress. The feedback produced by the assessments will ensure that.

- The curriculum across the academy is maintained at high level of challenge
- The data produced is analyzed quickly to ensure appropriate interventions are swiftly put in place to close the gap ( Conversations are had and data is looked at with HODS )
- The progress data is swiftly shared with appropriate members of staff to ensure that the quality of education the disadvantaged students receive is maintained at a high level

The strategy will also aim to enrich the lives of our more disadvantaged students as they might not have access to the same opportunities as their peers. As a school we prioritise into the following areas-

- Supporting the high-quality teaching, such as staff professional development
- providing targeted academic support, such as tutoring, including through the National Tutoring Programme
- tackling non-academic barriers to academic success, such as difficulties in attendance, behavior and social and emotional wellbeing as well as help towards the funding of trips, uniform and areas such as Music lessons.

### **How will this all be measured:**

All staff have performance targets as part of their performance management, and this is a key priority to our school development plans. Therefore, as part of our normal process of self-evaluation, we will evaluate the impact of our work in this area throughout the year. We do this by looking at the outcomes that the children get in their work and assessments. We also observe lessons, look at students' work and speak to students to find out whether the gaps are narrowing and that they are achieving in line with, or better than their targets set.

## **Key Priorities**

- Identifying the Key Marginal students to address the gap between Disadvantaged and Non-Disadvantaged students in Year 7. In reading, maths and writing from the SATs results. We will introduce additional KS3 catch up classes to close the gap in these areas, starting in September with a whole intervention program given by staff and included smaller and individual TUTE sessions to give extra support to those identified as needing this intervention.
- Behavior data used to analyze daily hotspots and SLT to support and check in on these lessons to minimise disruption to learning.
- To continue the 'no gap' progress data in Yr11 with additional 1:1 math and English tutoring and small group tutoring, as well as our new form time intervention for Math's, English, and Science. (Include New TUTE program)
- Continue counseling service for all PP students as well as a mentoring service for all year's groups.
- Implement Older year group mentoring sessions for younger PP students with regards to Academic subjects.
- To continue to cultivate staff awareness of PP students. Vulnerable pupils register links on the staff homepage for easy access and meeting with HOD
- Raising aspirations through specific guidance and advising Pupil Premium students on the best available post 16 options, through IAG with tutors, and careers fair.
- Smaller set sizes in core in KS4.
- AR study center manager to focus on KS4 reading levels, alongside Literacy coordinator for the reading program.

- CPOMs software continues to be effectively implemented across the school.

## **Intervention strategies**

- Continued use of attendance data to target interventions and develop effective strategies with the Assistant Principal for Behavior and standards, facilitated and driven by the Head of Year team and Head of Primary.
- Use of behavioral data and HOY PCP's to develop and plan personalized learning and provide rapid interventions and guarantees to facilitate minimum disruption to learning because of behavioral in certain Faculty areas.
- Identify key marginal students to ensure they are part of the regular morning interventions, targeted English and math interventions for students requiring additional support, including small group provision, 1:1 support and specialist tutor groups continuing throughout the academic year.
- Support put in place by the Inclusion team targeting students with learning blocks through bespoke 1:1 or small group provision. ( Older year groups to help )
- Provision of a whole school academic mentor targeting students requiring individual social, behavioral and academic support.
- Use of termly underachievement sheets in SIMS by all teachers to identify individual strategies to be applied to those students not making expected progress.(Meetings implemented with HOD)
- Breakfast clubs to include celebration breakfasts after Data drop as well as normal intervention support for HW etc.
- The possibility of introducing speech and language therapy if required by the English Faculty?
- Introduction of Year 11 Mentoring sessions for the Yr 7/8 Students in the Core subjects at specific times throughout the year

## **Staff Development**

- To improve the quality of our provision year on year, we aim to continually develop the expertise of our staff so they can better meet the needs of Pupil Premium students.
- CPOMS training.
- Our staff training program consists of mini CPD's half termly.
- Monitoring and feedback where appropriate for stage one interventions, individual support and advice, alongside collegiate consultation, among colleagues.
- Epraise Classroom software - highlight PP pupils on seating plans linking to PPP strategies and relevant documents.
- Epraise implemented to promote positive engagement in academic settings through praise points connected with achievement in and out of the classroom.
- Teaching assistants have weekly training, including supporting PP students.

## Challenges

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

Challenge number	Detail of challenge
1	Motivation and engagement of disadvantaged pupils in relation to their learning resulting in poor behavior within lessons. Internal data relating to removals from lessons has shown that a large percentage of removals relate to disadvantaged students. A large percentage of the students in detention (mainly due to lack of homework) are disadvantaged pupils also. This has been actioned by regular fly- byes and communication with the Oncall system to ensure that this percentage is now starting to decrease and more PP students are engaging fully in lessons. Our positive praise system is having an excellent impact and the figures suggest that these figures have reduced.
2	<p>The wellbeing of all pupils during the lockdown's was monitored rigorously. All pupils were affected emotionally and socially during this period. Many families reported anxiety issues within their child upon returning to school. This has certainly affected the attendance of some disadvantaged pupils when returning to school and this has been closely monitored and regular contact being made with Parents. Since the return PP attendance has increased across the school.</p> <p>Students have also missed many opportunities to enrich their lives due to the lockdowns and the restrictions that have been put in place since. This has been rectified using the enrichment curriculum during this academic year, which is now in full flow with a huge amount of activities and opportunities on offer to which have also been implemented across the year groups since Sep 2022.</p>

## 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
Improving quality of education across all year groups within Etonbury	<p>A curriculum that is knowledge rich, accessible to all but challenging will be continually developed as we progress into the next academic year.</p> <p>The rigorous quality assurance process across the academy will identify strong teaching across all faculties. All staff are</p>

	<p>effectively using the teaching and learning strategies that they have been taught during highly effective CPD sessions and this has created uniformity across all faculty areas within the school. Staff and student voices constantly provide useful feedback that leaders use to adapt the teaching and learning CPD in place at the academy and ensure that Changes are made in the best interest of the pupils, encouraging the PP students to have a sense of cohesion and progress.</p> <p>A culture of coaching is effectively implemented resulting in all teachers feeling comfortable being observed and receiving feedback. This creates a cycle of constant improvement regarding teaching and learning that has a positive effect on the outcomes and the progress being made across the board.</p>
<p>Improve the attainment and progress of disadvantaged pupils year on year</p>	<p><i>By the end of our current plan the attainment and progress scores of disadvantaged students in KS4 will have improved and the gap between disadvantaged students and their peers will have significantly reduced.</i></p>
<p>Improve and maintain the attitudes to learning of all students within the academy</p>	<p>High expectation and standards within lessons and continual behavioral and emotional support</p> <ul style="list-style-type: none"> <li>• The removals from lessons per week dropping significantly</li> <li>• A Behavior Support room in which students deescalate and get the support / mentoring needed to get them back into learning the following day.</li> <li>• Continue to implement High standards across all areas of the school</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: £ [169,635]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a cyclical CPD model that addresses all areas relating to teaching and learning	<p>Here at Etonbury we have identified quality first teaching and learning as having the biggest impact upon the progress of disadvantaged pupils.</p> <p>Highly effective and reflective classroom practitioners have a significant impact on the outcomes of Disadvantage pupils. Different strategies have been disseminated in CPD sessions to staff to create affected outcomes in all areas on such things as Questioning and Modelling.</p>	

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

Budgeted cost: £ [15,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Y11 intervention during and after school.</p> <ul style="list-style-type: none"> <li>Specified lessons during the day</li> <li>Targeted afterschool catch up sessions</li> </ul>	<p>From data analysed by those who lead intervention and in collaboration with HOD. Interventions and a number catch up sessions have been provided to bridge the gap between pupils and their required understanding. An excellent Intervention and revision timetable has been implemented to help</p>	

	bridge those gaps which are working well.	
Use of Maths and English tutors	<p>Maths and English tutors have been used in our Tute program that has made a positive impact by targeting.</p> <p>We have now switched to a more rigorous Intervention by our in-house specialists within our Core Faculty areas.</p>	

Funds from the recovery fund to employ tutors	<p>those individuals that have been identified as needing a more one to one approach to bridge those learning gaps.</p> <p>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 and in group interventions.</p> <p>The data produced from the GL assessments in KS3 identified a group of students that could not access the normal school curriculum. Their current skills in English and Maths are far too low to engage effectively in lessons. These students have been taken out of Certain lessons a week to focus on the key basic skills in English and Maths they need to reintegrate back into the normal curriculum moving forward which they have now started to do.</p>	
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## Wider strategies (for example, related to attendance, behavior, wellbeing)

Budgeted cost: £ [5,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement an effective behavior mentoring program to help student manage their behavior</p> <ul style="list-style-type: none"> <li>• Pastoral leads in charge or mentoring</li> <li>• Behavior data analysis</li> </ul>	<p>Some disadvantaged Students have found it a challenge to regulate their behavior. In response to this a clearer management system has been implemented for Oncall and the Follow up that is required to support the pupil in Modifying the choices of behavior moving forward. HOY of year run a tight program of intervention and follow up and clear relationships have been built with both students and Parents to have a clear uniformed approach. Weekly stats are analysed and a clear approach taken by all parties involved.</p>	
<p>Use of school counselors to promote wellbeing in student that are struggling</p> <ul style="list-style-type: none"> <li>• Employment of counselors</li> </ul>	<p>Many students have reported struggling for various reasons so we have facilitated a number of sessions for PP students this academic year for a plethora of reasons.</p> <p>In response to this the school has employed more school counselors who are expertly trained and ready to respond to student needs. There have also been a number of school trips that fragmented parts of the trip have been funded by the budget.</p>	

<p>The development of the enrichment curriculum to develop character within disadvantaged students</p> <ul style="list-style-type: none"> <li>● Teacher time developing enrichment</li> <li>● Funding for different enrichment programs</li> <li>● Cost of the necessary equipment</li> <li>● Teacher time during the day</li> <li>● After School activities</li> <li>● trips</li> </ul>	<p>At ETA we strongly believe that disadvantaged students should have access to all the opportunities their peers experience. Each week as a minimum students have access to enrichment during the school week. Many clubs ranging from sports to the arts also run after school. Disadvantaged student have access to all of these opportunities</p> <p>Offering a wide range of high-quality extracurricular activities to boost wellbeing, behavior, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh’s Award), will focus on building life skills such as confidence, resilience, and socializing. Disadvantaged pupils will be encouraged and supported to participate and funding used where appropriate for any extra curricular activities. This also includes funding for Music lessons etc.</p>	
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## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

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

A small number of students need support overcoming social mobility barriers, and we spend some of our grant support with things like uniforms, educational visits and providing educational resources, such as books, revision guides and learning materials that are required. The widening of the gap between disadvantaged students and their peers has to be due to the impact of school closures in relation to the pandemic and the knock on effect that we have experienced due to this. A Lack of engagement from large proportions of disadvantaged pupils resulted in them not accessing their learning compared to their peers.

Attendance of disadvantaged pupils during lock down was lower than expected even through regular contact with home, some found it an extreme challenge to stay motivated and keep up with all the ongoing demands that were placed upon them. We have now seen an improvement among a lot of our disadvantaged students with percentages rising from 78% to 96% for some students. Although curriculums were adapted, and interventions put in place there was never enough time to catch up all the 'lost learning' that happened during lockdown. As a result, the attainment and progress gap widened despite the highly effective online and altered curriculum put in place post lockdown. This is a similar picture nationally. This is why teaching and learning focusing on designing and implementing an effective curriculum has been a huge focus in our plan which has had a huge positive impact in the drive for us as a school to close the Gap.