

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	925
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	Jan 2022
Date on which it will be reviewed	Sep 2022
Statement authorised by	I Evason
Pupil premium lead	Mr J Beckwith
Governor / Trustee lead	J Christopher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 161,110.00
Recovery premium funding allocation this academic year	£23,200.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£184,310.00

Part A: Pupil premium strategy plan

Statement of intent

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 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 analysed quickly to ensure appropriate interventions are swiftly put in place to close the gap
- 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.

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 behaviour 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.
2	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 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 must be 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.
3	The progress of some pupils compared to their peers due to lock down closures over the past two years. The assessment data from all year groups across the academy has identified that disadvantaged pupils are falling behind. This is particularly evident in year 11. In year 11 the average attainment 8 score for a disadvantaged pupil is 3.07 compared to a non-pp student that is 4.94. There is a significant difference from previous years where Lockdowns have had a significant impact on their gaps in knowledge in certain faculty areas. This has been addressed using Catch up and intervention sessions.

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	A curriculum that is knowledge rich, accessible to all but challenging will be continually developed as we progress into the next academic year. The rigorous quality assurance process across the academy will identify strong teaching across all faculties. All staff are

	<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 voice constantly provide useful feedback that leader 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>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.</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 behavioural and emotional support</p> <ul style="list-style-type: none"> • The removals from lessons per week dropping significantly • A Behaviour Support room in which students deescalate and get the support / mentoring needed to get them back into learning the following day. • Continue to implement High standards across all areas of the school

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

Budgeted cost: £ [164,310]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a cyclical CPD model that addresses all areas relating to teaching and learning	Here at Etonbury we have identified quality first teaching and learning as having the biggest impact upon the progress of disadvantaged pupils. 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.	
Supernumerary classes Yr11 Core	3 UPS Teachers	
Supernumerary in Yr7/8	Smaller focussed teaching groups in all subjects	

Targeted academic support

Budgeted cost: £ [15,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y11 intervention during and after school. <ul style="list-style-type: none"> Specified lessons during the day 	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 required understanding.	

<ul style="list-style-type: none"> • Targeted afterschool catch up sessions • Year 11 Morning Intervention 	<p>Use of HOD's with a little and often approach (20 minutes a day) with experienced staff.</p>	
<p>Use of maths and English tutors Funds from the recovery fund to employ tutors</p>	<p>Maths and English tutors have been used in our Tute program that has made a positive impact by targeting 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</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 Certain lesson a week to focus on the key basic skills in English and maths they need to reintegrate back into the normal curriculum moving forward.</p>	

Wider strategies

Budgeted cost: £ [12,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement an effective behaviour mentoring programme to help student manage their behaviour</p>	<p>Some disadvantage Students have found it a challenge to regulate their behaviour. In response to this a clearer management system has been implemented for Oncall and the Follow up that is required to support the pupil</p>	

<ul style="list-style-type: none"> • Pastoral leads in charge or mentoring • Behaviour data analysis 	<p>in Modifying the choices of behaviour moving forward.</p>	
<p>Use of external counsellors to promote wellbeing in student that are struggling</p> <ul style="list-style-type: none"> • Employment of counsellors <p>The development of the enrichment curriculum to develop character within disadvantaged students</p> <ul style="list-style-type: none"> • Teacher time developing enrichment • Funding for different enrichment programmes • Cost of the necessary equipment • Teacher time during the day • Afterschool activities • trips 	<p>Many students have reported struggling during and after lockdown. In response to this the school has employed more school counsellors who are expertly trained and ready to respond to student needs.</p> <p>At ETA we strongly believe that disadvantaged student 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, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate</p>	

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 2020 to 2021 academic year.

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. 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. 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 has 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 focussing on designing and implementing an effective curriculum is a huge focus in this year's plan. Student voice and interactions with parents identified anxiety in returning to school post lockdown. This is why attendance and wellbeing is a priority in this years plan. On return this year post lockdown the Behaviour data spiked and the attendance figures took a hit; however, this is possibly due to the conflict between the high expectations teachers are expecting in their lessons and the lack of structure that particularly KS3 students have experience over the past few year due to lockdown. Again this is why behaviour and wellbeing are a focus in this years strategy