



## Pupil Premium Strategy Statement

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School Name	Etching Hill Primary Academy
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	43 pupils 11%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Marie Smith
Pupil premium lead	Alison Morganti, Head of School
Governor lead	Julie Gladdy & Sarah Cotton-Diederich

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,640
Recovery premium funding allocation this academic year	£6,235
<b>Total budget for this academic year</b>	<b>£75,000</b>
Funding estimate: Year 2023-24	
PPG received per pupil	FSM/E6: £1455      LAC/ PLAC: £2530      In Service: £335
Recovery Premium Funding	£145 per pupil (43 pupils)      £6,235
Estimated pupil numbers	400 (YR-6) 50 (Nursery)
Estimated number of pupils eligible for PPG	FSM/E6: 36      £52,380 LAC/PLAC: 7      £17,710 In Service: 3      £1,005 (* 2 pupils PLAC and FSM)
Estimated funding (including recovery funding)	£77,330



# Pupil Premium Strategy Plan



## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, is group is inclusive of pupils in receipt of free school meals, those who have a social worker, Children in or previously in care, young carers and those who have a family member in the armed forces. The activity we have outlined in this statement is also intended to support children's needs, regardless of whether they are disadvantaged or not.

High-quality teaching 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 strategy is also intrinsically linked to our school improvement plan and runs in conjunction with our schools Growing Great model, which supports the development of 'growing great' leaders, teachers, learners and curriculum.

Our approach will be 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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped <b>English skills</b>, with regards to <b>oracy</b> which links to <b>writing</b> among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>reading</b>, linked to having <b>less support from home</b>, than their peers.</p> <p>On entry to Reception class in the last 2 years, the majority of our disadvantaged pupils arrive below age-related expectations compared to that of other pupils. <b>Parental engagement</b>, with regard to reading, is lower for our disadvantaged group than it is for those non-disadvantaged.</p>
3	<p>Internal and external assessments indicate that <b>knowledge and application of basic math skills</b> among disadvantaged pupils, across the school, is below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, the majority of our disadvantaged pupils arrive below age-related expectations compared to that of other pupils.</p>
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and <b>wellbeing</b> of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
5	<p>Our observations and discussions with pupils and families have identified <b>social, emotional and mental health</b> issues for many pupils and families. These challenges particularly affect disadvantaged pupils, including their attainment and school readiness.</p> <p>Teacher referrals and family requests for support are increasing. A high proportion of pupils (64% of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
6	<p>Our attendance data over the last 2 years, indicates that <b>attendance</b> among disadvantaged pupils has been averaging 94%, with disadvantaged non-SEND pupils showing a further drop, this is 2-3% lower than attendance of non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved English skills with regards to oracy and writing among disadvantaged pupils.	Assessments and observations indicate significantly improved oral/written language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Provide additional reading support to disadvantaged pupils and families, to further support progress among disadvantaged pupils.	Whole school reading outcomes in 2024/25 show that the proportion of disadvantaged pupils meeting the expected standard is broadly in line with that for non-disadvantaged.
Improved application of basic maths skills within all cohorts, so that maths attainment for disadvantaged pupils is in line with that of non-disadvantaged	Maths outcomes in 2024/25 show that disadvantaged pupils across the school achieve broadly in line with non-disadvantaged.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• disadvantaged representation within pupil groups- leading to greater pupil voice</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• Whole school attendance rate above 95% and that of national. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being insignificant.</li> <li>• the percentage of all pupils who are persistently absent being below 14% (17.2% national figure) and the figure among disadvantaged pupils being in line with their peers</li> </ul>

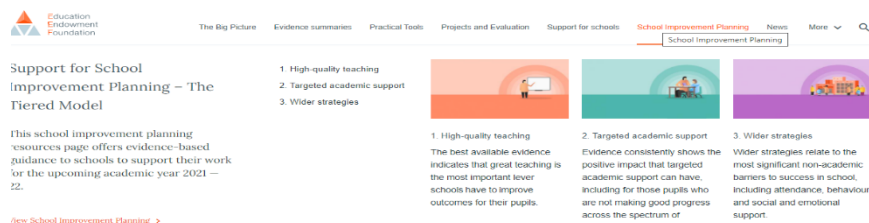
## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach, based on research supported by the EEF for effective intervention planning, comprises three categories:

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



### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,000

Intended outcomes	Pupils experience quality first teaching across the school and in all areas of learning	
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promoting self-led professional development through research teams and 'growing great teachers' leadership style:</p> <p>Targeted staff CPD based on improving the teaching of maths/ English through coaching triads/ ECT support/ moderation</p> <p>Investment in 'Growing Great' school improvement model</p> <p>New staff to be included in ongoing research team projects</p> <p>Performance managers to monitor staff performance regularly- all leaders to update teachers' Growth Plan- targets taken from these</p> <p>Staff to continue to engage in coaching triads in line with school improvement plans- cover time to enable this and to cover relevant staff CPD</p>	<p>Evidence shows that staff being involved in high quality research, including the opportunity to learn and develop through peer coaching and reviews, enhances First Quality Teaching.</p> <p><a href="https://www.bera.ac.uk/">British Educational Research Association</a></p> <p><a href="https://www.thersa.org/reports/research-and-the-teaching-profession-building-the-capacity-for-a-self-improving-education-system">https://www.thersa.org/reports/research-and-the-teaching-profession-building-the-capacity-for-a-self-improving-education-system</a></p>	<p>1, 2, 3</p>
<p>School priority focus on developing writing, with a spotlight on developing oracy skills.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are</p>	<p>1, 2</p>

<p>Increased staff CPD and resources from which to embed in the curriculum.</p> <p>Staff training supported by Claire Hubbard and Trust moderation.</p>	<p>inexpensive to implement with high impacts on writing/reading:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	
<p>Whole school priority focus on reading for pleasure and developing reading skills.</p> <p>Increased whole school staff phonic knowledge and application of this through teaching strategies. Continue to promote reading for pleasure.</p> <p>Trust moderation</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	1, 2
<p>Increase focus on developing maths skills through daily 'Mathletics' and application of these skills through further embedding the maths mastery teaching.</p> <p>We will fund Subject leader release time to ensure quality first teaching of maths across the school. School access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Trust links and moderation</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Improve the quality of well-being, social, emotional and mental health learning.</p> <p>Mental health lead trained and training disseminated to all staff. Implementation, monitoring and assessing of My Happy Mind and Calm Brain, across the school</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><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p><a href="https://myhappymind.org/programmes/school-programme/">https://myhappymind.org/programmes/school-programme/</a></p> <p><a href="http://calmbrainapproach.com/">http://calmbrainapproach.com/</a></p>	4, 5

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

Budgeted cost: **£28,500**

<b>Intended outcome</b>	Children at risk of falling behind are quickly identified and intervention/ CUKU sessions are aimed at closing the gap. Specialist tailored provision will ensure that challenges are addresses so that all learners have their needs met.	
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Use of additional adults to support targeted academic interventions	Tuition targeted at specific needs and knowledge gaps can be an effective method	1, 2, 3, 4

<p>based on pupil gaps and identified need through ongoing teacher assessment, including small group and 1:1</p> <p>Continue to implement, monitor and assess use of maths mastery approach.</p> <p>Introduce 'Mathletics' monitor impact</p>	<p>to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p>Maths mastery interventions+2mths</p> <p>Maths mastery:  <a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a></p>	
<p>Additional Reading sessions (phonics, lightning Squad, reading fluency, spotlight child) sessions targeted at disadvantaged pupils who require further support.</p> <p>English subject lead and SLT to work with teachers to identify key groups of children for interventions and/ or to be 'spotlight' focus.</p> <p>Additional adults distributed to identified groups based on SIP and analysis of data.</p> <p>SLT/ subject leaders to monitor provision and impact of interventions/ use of additional adults</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p>Reading fluency Project +2 mths</p> <p>Reciprocal reading +2mths</p> <p>Lightning squad impact:  <a href="https://www.lended.org.uk/product/fft-tutoring-with-the-lightning-squad">https://www.lended.org.uk/product/fft-tutoring-with-the-lightning-squad</a></p> <p><i>Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.</i></p> <p>Reading Fluency:  <a href="https://mylearningspringboard.com/what-is-reading-fluency-and-why-is-it-important">https://mylearningspringboard.com/what-is-reading-fluency-and-why-is-it-important</a></p> <p><i>Fluency is important because it builds a bridge between word recognition and comprehension. It allows students time to focus on what the text is saying. They are able to make connections between what they are reading and their own background knowledge. Therefore, they are able to concentrate on comprehension.</i></p>	1, 2
<p>Timetabled CUKU (catch up, keep up) aimed to maintain and accelerate progress in core subjects.</p> <p>Each cohort to have a plan of CUKU sessions- children 'at risk' identified, class teachers to monitor impact within class- SLT/ subject leaders/ data lead to monitor implementation and effect</p>	<p><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p> <p><i>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.' EEF</i></p> <p>Interventions to improve working memory +3mths</p>	1, 4



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

Budgeted cost: **£17,000**

Intended Outcome	<p>The Growing Great Learners ethos is shared across the school, Elli characters are used to reinforce this.</p> <p>Equip children with emotional literacy in order for them to express emotional needs and become more able self-regulate</p> <p>Supportive parents who feel empowered to help their children at home as well as in school</p>	
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Readiness to learn: develop use of well-being techniques across the school, use of Elli characters for the children to identify themselves as effective learners, pupils' involvement in Star Week self-reflection</p> <p>Whole staff CPD on further developing 'Growing Great Learners' through character development- Behaviour and attitudes section of school SIP.</p> <p>ELLI characters-used to engage, challenge and reward pupils, with regards to their attitudes to learning.</p> <p>Behaviour lead- increased focus on actions from internal monitoring and introduction of behaviour coaches</p> <p>English Lead release time to monitor use of Reflective Roo – children's self-evaluation skills</p> <p>Teacher termly release time for Star week conversations- in which the children will be reflective and use ELLI characters to reflect on learning styles</p> <p>Release time for subject leaders to continue monitoring and evidence gathering: teaching, progress in books, pupil/ parent voice.</p>	<p>ELLI- Effective Lifelong Learning Inventory</p> <p><i>ELLI helps students to manage their own learning by understanding more about their strengths. This helps them to maximise their learning opportunities and learn more efficiently.</i></p> <p><a href="https://elli.global/">https://elli.global/</a></p> <p><a href="https://www.buildinglearningpower.com/slop/e-learning/elli-a-learning-diagnostic-tool-2/">https://www.buildinglearningpower.com/slop/e-learning/elli-a-learning-diagnostic-tool-2/</a></p> <p>Behaviour in schools:</p> <p>EEF:<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>DFE: <a href="https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf">https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf</a></p> <p>Whole school undertaken training on Paul Dix 'When the adults change everything changes', use of 100% model and Emotion Coaching.</p> <p><a href="https://www.emotioncoachinguk.com/">https://www.emotioncoachinguk.com/</a></p>	<p>5, 6</p>
<p>TAs trained and equipped to run SEMH interventions (Lego therapy, play therapy, ELSA, forest school,</p>	<p>EEF Use of Additional adults: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>An ELSA in a school is an <b>Emotional Literacy Support Assistant</b>. There is a</p>	<p>5, 6</p>



<p>Sport intervention, music therapy, positive play)</p> <p>Monitor impact on attendance</p>	<p>recognised training course aimed specifically at Teaching Assistants or other specialist school roles</p> <p><a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a></p> <p>Lego therapy interventions are really useful for children and young people with social difficulties. Lego therapy interventions can be used for children who have difficulties with: communication and language, social skills, expressing emotions, problem solving activities, sticking to task, team work, fine motor, understanding and following instructions.</p> <p><a href="https://www.hsrpsychology.co.uk/services/intervention/specialist-interventions/lego-therapy/">https://www.hsrpsychology.co.uk/services/intervention/specialist-interventions/lego-therapy/</a></p>	
<p>Parental engagement through updates, report writing and contact home. FLO support available to further engage families who are struggling.</p> <p>FLO to work with children/ families to address persistent absence</p>	<p>EEF Parental engagement</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>Use of FLO:</p> <p><i>They help build relationships, increase skills and potentially bridge the gap between families and organisations, and can work with a variety of other professionals such as social workers and teachers.</i></p>	<p>All</p>
<p>Training and development of well-being lead and implementation/ monitoring of My Happy Mind and Calm Brain to address well-being as whole school initiative</p>	<p><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a></p> <p><i>My Happy Mind is a science-backed system designed to help you develop confident, resilient children with the self-esteem and tools to thrive — because a greater sense of wellbeing means they're better equipped to succeed in life.</i></p> <p><a href="https://myhappymind.org/">https://myhappymind.org/</a></p> <p><i>Regular use of CalmBrain® results in <b>children who are better able to regulate</b> their physical, emotional and mental stress response.</i></p> <p><a href="http://calmbrainapproach.com/">http://calmbrainapproach.com/</a></p>	<p>5,6</p>
<p>Continue to offer a wide inclusive variety of enrichment opportunities, targeted vulnerable pupils (includ-</p>	<p>Enrichment in schools:</p> <p><i>Help children develop their interests and talents. Enable children to develop their character, including resilience, confidence and independence. Teach children how to keep physically and</i></p>	<p>5, 6</p>

ing supporting families to enable attendance at school trips and residential)	<i>mentally healthy. Prepare them for future success.</i> <a href="https://www.curacubby.com/resources/enrichment-in-school/">https://www.curacubby.com/resources/enrichment-in-school/</a>	
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**Total budgeted cost: £77,500**

## 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, drawing on national assessment data and our own internal summative and formative assessments.

#### Disadvantaged pupil performance overview for last academic year

End of KS2 2023 Data	Pupils eligible for PP	Pupils <b>not</b> eligible for PP (National average 2022)
% achieving standard in reading, writing and maths	75%	59%
% reaching standard in reading	100% (Av. SS 109)	75 (Av SS 105)
% reaching standard in writing	75%	69%
% reaching standard in maths	100% (Av. SS 109)	71% (Av. SS 104)
% reaching standard in GPS	100% (Av. SS 108)	72% (Av. SS 105)

To help us gauge the performance of our disadvantaged pupils we compared their results to those for non-disadvantaged pupils nationally. The exit data demonstrates that disadvantaged pupils outperformed those non-disadvantaged in all core areas, with standardised scores being 4 points higher in reading, 5 in maths and 3 for GPS.

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 the attendance of disadvantaged pupils was 94% this was broadly in line with a whole school average attendance of 95.6%

Based on all the information above, the performance of our disadvantaged pupils exceeds expectations for attainment, and we are at present on track to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above

Over the last academic year 100% of the disadvantaged group participated in enrichment activities, with an additional 49% accessing external clubs.

For emotional support and well-being, 100% of the disadvantaged group participated in activities such as Calm Brain, through which teachers and pupils reported a noticeable effect on concentration and readiness to learn. 64% of the FSM group accessed additional social and emotional internal support with 36% of this group accessing external. 100% of the pupils with social workers, those in care or previously in care and those classified as young cares also accessed SEMH interventions.

Our evaluation of the approaches delivered last academic year indicates that pupils benefit from the approaches taken and these not only help them to achieve academically but also support them to develop socially and emotionally, helping them to be resilient learners, confident to face challenges.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## External Supporting Agencies

Agency
Action for Children
Young Carers
ELSA community- Summit Psychology
Tracie Ward- <b>systemic</b> behaviour consultant- South Staffordshire
Staffordshire Educational Psychologists- Alex Redfern
The Schools Psychology Service- Gary Levan

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Our ELSA trained Learning Support Assistant supports the emotional wellbeing and academic achievement of service children, whilst parents are away from home. They help pupils by working on creating memories and communications methods to stay connected to their deployed parent.
The impact of that spending on service pupil premium eligible pupils
The In Service group of pupils perform well academically and their attendance is excellent.