

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	1128
Proportion (%) of pupil premium eligible pupils	16%
Academic year(s) that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	
Pupil Premium Lead	Catherine Clarke
Governor / Trustee Lead	

Funding overview

Detail	Funding
Pupil premium funding allocation this academic year	£ 192,376
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£0

Statement of intent

Etonbury is dedicated to delivering excellence in education. Our staff nurture well-rounded, confident and responsible young people of whom we can all be proud - individuals who have been inspired to achieve more than they ever believed possible. In partnership with families and the community, our goal is to create relevant learning opportunities for pupils - both inside and outside the classroom - that help learners develop knowledge and skills that enable them to become critical thinkers, and who are prepared to make meaningful contributions to their local, national and global communities.

We do this by providing a welcoming, happy, safe, and supportive environment in which everyone is equal and all achievements are celebrated. All staff members at Etonbury are fully committed to this vision.

Our key principles:

Develop the learner, and develop the person - inside and outside of the classroom.

Develop the Learner

- High quality teaching and learning

Evidence from the Education Endowment Foundation suggests that the best way to improve outcomes for all young people, including disadvantaged students, is to provide them with outstanding teachers who can help them to excel and make excellent progress. We will continue to ensure that all pupils receive consistently good 'quality first' teaching, and that teachers and support staff are supported through high quality CPD.

- Inclusive provision

We want to ensure that all children are supported to reach their full potential. We recognise that a number of students need additional support for a variety of reasons. We will invest in supportive interventions for identified students, either academic or targeted at emotional wellbeing.

Develop the Person

- Non-academic challenges to success

Etonbury has expanded its integrated pastoral team, as we recognise the importance of supporting students and their families with non-academic challenges, for example attendance, behaviour and emotional wellbeing. Funding may also be made available for academic resources and uniform where needed.

- Extra-curricular and enrichment opportunities

We aim to ensure that as many students as possible are able to benefit from the wide range of trips, visits, clubs and enrichment opportunities available to them.

Challenges

This details the key challenges for achievement that we have identified for our disadvantaged students.

Challenge number	Detail
1	Attendance and punctuality
2	Whole staff awareness of pupil premium and disadvantaged students
3	Behaviour and emotional needs
4	Closing attainment and progress gaps (including a higher than usual number of in-year admissions)
5	Increase communication and interaction skills
6	Parent/carer engagement with the school and their student's education
7	Lack of longer term aspirations in some students

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	Challenge number(s) addressed
Improve the gap in attendance for disadvantaged students compared to non-disadvantaged peers.	For the gap in attendance figures to be less than at the start of the year	1, 4
Improve awareness of disadvantaged students among all staff	All staff have access to a central listing of PP students and can recognise key challenges for those students	2, 3, 4
Improve the gap in both positive and negative behaviour logs between disadvantaged students and non-disadvantaged peers.	For the gap in behaviour logs to be less than at the start of the year	3
Improve progress made by	For the gap in progress to be less	4

disadvantaged students to close the gap between PP and non-PP students	than at the start of the year	
Achieve national average attainment	For attainment figures to be in line with or better than national average	4
Improve attendance at interventions by disadvantaged students	For attendance at interventions by PP students to be higher than last year	4
Improve literacy and oracy skills	For the gap in key measures (e.g. reading age, GCSE speaking grade) to be less than last year.	5
Improve home engagement with school	Parents and carers of PP students attend more mentor, parent/carer and information events than last year	6
Provide more and earlier career advice for disadvantaged students	Year 9 and 10 students are able to access more scheduled careers appointments than last year	7

Activity in this academic year

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

Whole School Teaching and Learning (for example, CPD, recruitment and retention)

Budgeted cost: £ 167,376

Planned Activity	How will this be monitored?	Challenge number(s) addressed
<p>Ensuring continued high quality teaching across the school through a planned CPD programme EEF Guide to the Pupil Premium Using pupil premium: guidance for school leaders - GOV.UK</p> <p>A whole school approach to literacy teaching, including subject-specific vocabulary teaching, breaking down complex writing tasks and a focus on explicit instruction and modelling EEF Improving Literacy In Secondary Schools</p> <p>Timely feedback using a variety of written and verbal method, with regular response opportunities Teacher Feedback to Improve Pupil Learning</p>		
<p>CPD with a focus on disadvantaged students will be delivered to staff.</p>	<p>Regular mini-CPD sessions will be delivered that will remind staff of strategies to support a positive climate for learning, which particularly benefit students prone to emotional dysregulation.</p> <p>A record of these will be kept by the Senior Vice Principal - Pastoral Lead</p>	<p>4</p>
<p>Action research projects that benefit all, including disadvantaged students, will be introduced that align with our teaching and learning framework.</p>	<p>Staff will complete action research projects in a chosen area of the T&L Framework, including adaptive and responsive practice and explicit instruction. Staff will share successful strategies with the wider staff body upon completion of the projects.</p>	<p>4</p>

	A record of these will be kept by the Assistant Principal - Teaching and Learning	
Teachers will be supported to develop a culture of active participation by all students within our classrooms, to prevent passive learning and 'opting out'.	<p>CPD will focus on embedding a 'no hands-up' approach, including cold-calling, randomisers, and whole-class participation techniques.</p> <p>A record of these will be kept by the Assistant Principal - Teaching and Learning</p>	4, 5
Strategies to support whole-school literacy and engagement with high quality literature will continue to be embedded.	<p>KS2:</p> <ul style="list-style-type: none"> ● Weekly reading homework ● Regular library visits ● Accelerated Reader quizzing <p>KS3:</p> <ul style="list-style-type: none"> ● Weekly reading homework ● Fortnightly reading lesson linked to the curriculum ● Regular library visits ● Accelerated Reader assessment <p>KS4:</p> <ul style="list-style-type: none"> ● Fortnightly reading homework ● Tutor time reading programme <p>Progress is monitored through Accelerated Reader and GL testing.</p> <p>KS5:</p> <ul style="list-style-type: none"> ● Specialist academic library in the 6th form centre ● Access to the 'wider reading' programme <p>All students have a free-to-access audiobook library available to them.</p>	4, 5
Subject-specific vocabulary learning for every subject	'Strive for Five' literacy reflection to be undertaken regularly in every subject	4

<p>Pupil premium students will receive a variety of developmental feedback to support their learning.</p>	<p>Staff to be asked to prioritise 'check ins' with disadvantaged students during lessons, and to give live feedback to enable proactive engagement, effective understanding, and task completion.</p> <p>This will be monitored during the regular cycle of learning look/listens by senior and middle leaders.</p>	<p>4, 5</p>
<p>Teachers will have access to equipment to support effective teaching and learning.</p>	<p>All teachers will have access to a set of mini-whiteboards to enable whole-class participation.</p> <p>All teachers will have access to a visualiser to enable them to live model pieces of work and demonstrate their thought processes when working through tasks.</p> <p>Provision of these will be monitored on an ongoing basis by the Assistant Principal - Teaching and Learning</p>	<p>4, 5</p>

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

Budgeted cost: £ 15,000

Activity	How will this be monitored or evidenced?	Challenge number(s) addressed
<p>One-to-one or small group academic support in English, Maths, and other subjects</p> <p>EEF Improving Literacy In Secondary Schools Improving Mathematics in Key Stages 2 and 3</p>		
<p>Key Stage 2 Literacy Interventions for struggling students</p>	<p>Toe by Toe (phonics, reading and spelling) Word Wasp (phonics, reading)</p>	<p>4, 5</p>
<p>Key Stage 3-5 Literacy Interventions</p>	<p>Handwriting intervention Reading Plus (reading comprehension) HfL Fluency Project (reading fluency)</p>	<p>4, 5</p>
<p>Key Stage 4 Mathematics Interventions</p>	<p>Revision Sessions by invitation Mandatory online revision sessions; parents informed of progress scores.</p> <p>Individual gap analysis undertaken and all students follow up on their personal areas of improvement at the start of each lesson.</p>	<p>4, 6</p>
<p>Targeted academic support will be provided for Key Stage 4 students to support their GCSE attainment.</p>	<p>Year 11 interventions start in October ahead of the Mock examinations.</p> <p>Revision and support sessions will be open to all students, including pupil premium students, are run by faculties throughout Year 11 and also Year 10 in some departments.</p> <p>Staff will monitor and actively encourage participation in these by pupil premium students.</p>	<p>4</p>

	Attendance at interventions to be tracked by the Head of Year 11 / Key Stage 4 Manager	
Peer support for Year 11	High-attaining Key Stage 5 students offer academic peer mentoring for identified Year 11 students in a range of subjects	4, 5

Wider Strategies

(for example, targeting attendance, behaviour, wellbeing, home engagement, careers advice, access to enrichment)

Budgeted cost: £ 10,000

Activity	How will this be monitored or evidenced?	Challenge number(s) addressed
<p>Key issues for pupil premium students are diagnosed using centralised data. EEF Guide to the Pupil Premium</p> <p>Working together to improve school attendance - August 2024 - GOV.UK EEF Attendance Interventions: Rapid Evidence Assessment</p> <p>Funding is allocated to enable access to enrichment activities and remove other barriers to participation in learning. EEF Guide to the Pupil Premium</p>		
<p>Pupil Attendance is rigorously tracked and contact with home is made. Working together to improve school attendance - August 2024 - GOV.UK EEF Attendance Interventions: Rapid Evidence Assessment</p>	<p>Key Stage Managers and Heads of Year are engaged in regular contact home with families of students at risk of / already at persistent absent levels.</p>	1, 6
<p>All staff should have knowledge of PP students and a secure understanding of good practice and strategies</p>	<p>All staff have access to a centralised register of pupil premium students which highlights any who may be demonstrating differences from their non-disadvantaged peers in terms of attendance, sanctions and rewards, and attainment. This will enable relevant staff to target swift support where needed.</p>	2, 3, 4

	<p>Pupil Premium Profiles are produced for key students to highlight adaptations, barriers and strategies for staff to be aware of.</p> <p>Teachers will be advised of where to access information on our pupil premium students and have access to a 'toolkit' of strategies to help support them.</p> <p>Data tracked and register kept updated by Pupil Premium Lead</p>	
<p>PP students should have the same access to opportunities as their peers</p>	<p>Regular meetings of strategy teams, senior leaders and Lead for PP with Heads of Year to identify needs, both immediate and long term.</p> <p>Funding is provided to subsidise plays, trips and access to extra-curricular opportunities, e.g. LAMDA</p> <p>Wider opportunities budget is monitored and allocated by Pupil Premium Lead</p>	<p>5, 7</p>
<p>Improved readiness of PP students to engage in learning</p>	<p>We will provide subsidised basic equipment for learning (e.g. stationery and PE kits) to PP students where a need is identified.</p> <p>Purchases are made to enable students to perform at the same level of their peers without hindrance; e.g. core English texts and revision guides</p> <p>KS5 students have been alerted to the 16-19 Bursary Fund and former PP students have been contacted directly to assess need.</p> <p>PP student needs will continue to be identified by Heads of Department and Heads of Year, and/or upon request by parents and carers.</p>	<p>4, 5, 6</p>

	<p>Parents and carers will be reminded that this help is available to them through the parent bulletin and direct engagement with home.</p> <p>Wider opportunities budget is monitored and allocated by Pupil Premium Lead</p>	
<p>Tutors and senior and middle leadership will be aware of and encourage attendance at school information and 'Meet the Mentor' evenings</p>	<p>Attendance should be encouraged, and non-attendance followed up with phone calls home from the student's academic mentor.</p> <p>Attendance should be monitored and reported by the Assistant Principal - Data and Assessment</p>	6
<p>Mentoring of key students will be undertaken</p>	<p>Senior leaders will engage in one-to-one mentoring of identified students</p> <p>Academic mentors will continue to have regular meetings in which they can support students to reflect on their own learning needs, followed up by in-depth 'Meet the Mentor' meetings with parents and carers</p> <p>KS5 students engage in mentoring with younger students</p>	4, 5, 6
<p>High quality careers provision will be provided</p>	<p>All KS5, 4 and 3 students will have a one-to-one appointment with 4YP, with additional appointments made available for key year 11 and pupil premium students where they are available</p> <p>All students have a Unifrog account to enable access to careers information and research</p> <p>Careers sessions are embedded into tutor time</p>	5, 7

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 2023 to 2024 academic year.

Priority/intended outcome	Action taken / progress made towards outcome
Behavior data used to analyze daily hotspots and SLT to support and check in on these lessons to minimise disruption to learning.	Reduction in patrol calls following discussions with SLT daily about removals the previous day. A new behaviour system that is earlier to follow has been implemented following feedback from students.
Continue counseling service for all PP students as well as a mentoring service for all year's groups.	Increased attendance and less lost learning time as a result of the input from in school counseling. Some students continue to access this service and other have graduated but continue to be supported by the pastoral team
Implement Older year group mentoring sessions for younger PP students with regards to Academic subjects	Sixth form subject champions hold weekly individual mentoring sessions with GCSE students.
To continue to cultivate staff awareness of PP students. Vulnerable pupils register links on the staff homepage for easy access and meeting with HOD	List of pupils is on staff homepage; updated termly with information on attainment, behaviour and attendance. Briefing document available on the same page detailing strategies for supporting PP students.
Raising aspirations through specific guidance and advising Pupil Premium students on the best available post 16 options, through IAG with tutors, and careers fair.	All students have access to Unifrog for age specific careers advice. All students in Years 9-13 receive individual careers appointments with an external provider.
Smaller set sizes in core in KS4.	This has allowed for a nurture set in maths and English. Having an extra class on allowing smaller classes and an extra lesson made a positive impact on progress for

	pupil premium students in year 11. We continue to do this for 24/25
AR study center manager to focus on KS4 reading levels, alongside Literacy coordinator for the reading program.	AR was implemented for key Stage 2 and 3. It was not put into KS4 and as the new Head of English and literacy coordinator felt that the systems they had already got in place would be enough to begin to bridge the gap.
CPOMs software continues to be effectively implemented across the school.	Staff are regularly trained in safeguarding and use of this software and it is used consistently by all staff across the school.
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.	Some of the strategies that were effective were Weekly meeting with year team Termly year group conferences If you team for specific students Rewards Praise A culmination of the above lead to an improvement in behaviour and attendance in the top 20% nationally
Use of behavioral data and HOY PSP's to develop and plan personalised learning and provide rapid interventions and guarantees to facilitate minimum disruption to learning because of behavioral in certain Faculty areas.	We successfully reduced the amount of low level disruption some of the strategies are below Hot Spot identified by staff SLT drop ins on hot spots HoY morning rounds SLT mentoring Targeted external mentoring
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.	Maths: Year 11 intervention group set up for those students needing to move from grade 3 (Summer of Year 10, June 2024 onwards) to grades 4 and 5. Current cohort of 22 students including 5 PP students.
Support put in place by the Inclusion team targeting students with learning blocks through bespoke 1:1 or small	Whole school academic mentor scheme in place specific focus on PP in term 2 of mentoring. Targeted provision of small groups such as

<p>group provision. (Older year groups to help)</p> <p>Provision of a whole school academic mentor targeting students requiring individual social, behavioral and academic support.</p>	<p>Nurture groups in maths and English 6th form mentors Small group interventions with 6th form student PP mentoring for key year 11 students</p>
<p>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)</p>	<p>Data checking meetings all have PP as an agenda point and PP progress for all years reviewed at each data point.</p> <p>The profile of PP has been raised after the training day section on PP. All staff now aware of what needs to be implemented for PP students and where to access help and support if needed.</p> <p>HOD to ensure PP is a category in all meetings and data checking exercises.</p>
<p>Breakfast clubs to include celebration breakfasts after Data drop as well as normal intervention support for HW etc.</p>	<p>Some PP students have been given free places in the breakfast club as a strategy to improve attendance. This has not only supported attendance but also allowed a few families to get back to work.</p> <p>Rewards breakfast with year 11 students was a success with the Head of Year tracking attendance to interventions</p>
<p>The possibility of introducing speech and language therapy if required by the English Faculty?</p>	<p>Instead of implementation we have built a good working relationship with the SALT team and have made a few referrals. This has allowed PP students to access English speaking and listening more than they could before.</p>
<p>Teacher CPD program built around the Great Teaching Toolkit</p>	<p>Quality first teaching a priority ensuring that lessons are accessible for all. 4 strands to activate hard thinking which were structuring, questioning, interacting and embedding. As a result best practice was shared with regards to questioning and feedback.</p>
<p>Feedback Policy Review</p>	<p>To ensure policy was fit for purpose and to focus on students progress and engagement with the feedback process.</p>
<p>Twilight CPD schedule to support inclusive practice</p>	<p>12 CPD Twilight session which outline pedagogy and share best practice for teachers to embed in their planning and lesson delivery.</p>
<p>Introduction of Year 11</p>	<p>6th form mentoring was a great success. The students grew in confidence and were able to engage well with</p>

<p>Mentoring sessions for the Yr 7/8 Students in the Core subjects at specific times throughout the year</p>	<p>their mentors. Mentors were going over work from the previous week helping with retrieval</p>
<p>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.</p>	<p>All staff received PP-specific training on September inset day; whole-school CPD encompasses strategies for better meeting the needs of all students, including Pupil Premium.</p>
<p>Monitoring and feedback where appropriate for stage one interventions, individual support and advice, alongside collegiate consultation, among colleagues.</p>	<p>Attendance, behaviour and attainment data is monitored termly in order to target appropriate support where applicable.</p>
<p>Epraise implemented to promote positive engagement in academic settings through praise points connected with achievement in and out of the classroom.</p>	<p>All staff are encouraged to give out a minimum number of epraise points per lesson to encourage positive engagement.</p>
<p>The rigorous quality assurance process across the academy will identify strong teaching across all faculties.</p>	<p>'Practice to share' is highlighted on whole school learning walks/looks/listens in order that staff can identify colleagues to observe best practice.</p>
<p>All staff are 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.</p>	<p>Regular whole-school CPD continues to embed high standards consistently across the school.</p>
<p>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,</p>	<p>Annual stakeholder surveys are conducted by senior leaders and feedback is acted upon.</p>

encouraging the PP students to have a sense of cohesion and progress.	
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 <u>being made across the board.</u>	Several members of staff have received formal training in coaching and/or have experience as staff mentors. Learning walks are explicitly designed to be supportive and positive.
The removals from lessons per week dropping significantly	Removals from lessons have dropped and a new system has been put in place to further support PP students to stay in lessons. The PP student voice group provided valuable feedback that fed into the new behaviour system.
Implement a cyclical CPD model that addresses all areas relating to teaching and learning	Assistant Principal for Teaching and Learning has implemented a planned cyclical CPD/Review process for all staff.
Y11 intervention during and after school.	<p>Maths intervention for Year 11 ran from June 2024 and will continue until May 2025.</p> <p>Tuesday evening revision sessions for approximately half of the year group cohort ran from September 2024 and will continue until May 2025. At the time of the mock exams (November 2024), a total of 540 sessions were delivered to students.</p>
Funds from the recovery fund to employ tutors	School used tute as a provider for recovery fund and through the year switched from this to in school tutoring as the tute came off the DFE approved list. The school will continue this recovery without the funding in 24/25
Implement an effective behavior mentoring program to help student manage their behavior	This continues to be an action into 23/24 with the development of a core group of mentors. Key students have a linked mentor on their IEP and other students received support from outside mentors.
Use of school counselors to promote wellbeing in student that are struggling	<p>The need for this provision is more than ever. All of our counseling sessions were maxed out and we also managed to get free sessions for some students by developing a link with Northampton University.</p> <p>PP Students who were in year admission took a lot of</p>

	<p>these places as they had come with a very negative experience of school and had not got support in their previous setting. We have managed to get most into school on a regular basis through targeted support.</p>
<p>Trips</p> <p>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>	<p>Funding for extra-curricular activities has been provided for a range of trips and visits this year, and all year groups have benefitted.</p> <p>Funding has also been provided to enable access to extra-curricular activities such as LAMDA.</p> <p>We have supported a number of families to go on non-curriculum based trips as we focused on developing the person alongside the learner.</p> <p>PP concession for music lessons has also been in place this year with a few students taking up this offer</p>