



Etchells Primary School Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the 2023-2024 academic year.

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	397
Proportion (%) of pupil premium eligible pupils	12.5% (50)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 (Year 2)
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr Pete Cope
Pupil premium lead	Miss Claire Wilson
Governor / Trustee lead	Mr Duncan Kerr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,000
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£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>	£74,000

Part A: Pupil premium strategy plan

Statement of intent

At Etchells Primary School the values of inclusion and diversity underpinning our school ethos. Our vision is for every child to fulfil their academic potential, regardless of socioeconomic background and for them to make *at least* good progress from their starting point and to enable them to be competent, confident pupils who achieve. Culture capital is at the forefront of this vision, ensuring that all children have their aspirational hopes raised. Moreover, our cultural knowledge serves as a tool that helps us to navigate the experiences and opportunities available to the children in our school. This strategy outlines the provision we have in place for those children in our school community who are identified as pupil premium.

Objectives:

At Etchells, our ultimate aim is for all of our children to feel valued, included and represented. We recognise that our children come from a wide variety of social economic backgrounds and diverse cultures. With 46% of children at Etchells speaking English as an Additional Language and with 17% on the SEND register, we recognise and celebrate the diverseness of our community. Above all, we aim for all of our children to reach their academic potential, despite any barriers to learning they may have. The objective of this strategy is that the barriers to learning that our pupil premium children face, be eliminated through high quality teaching, targeted support and intervention.

The key principles of our strategy:

The ultimate principle of our strategy is to outline how we plan strategically to spend the pupil premium grant in order to fulfil our objective. In doing this, we adopt a whole school, 'Tired Approach' to prioritise the allocation of spending of grant money. This includes: high quality teaching, targeted support and support for the wider curriculum. This approach is used in line with our School Development Plan and yearly targets and it starts with high quality teaching and learning for all pupils.

High quality teaching is at the forefront of our strategy and spending of the grant as we know that outstanding teaching improves outcomes for all pupils. We offer robust training and learning opportunities for our staff team, which is given inline with our school priorities. In addition to this, we have a highly skilled team of support staff, who deliver research led and targeted academic interventions. Any interventions which are chosen, will be selected based on relevant research which shows that it has the greatest potential to close the gap on learning.

We recognise the importance that speech, language and communication skills play in the life of pupils, especially in their ability to learn, to make friends and to support their mental health. We are familiar with the research which identifies that more disadvantaged pupils are at greater risk of speech, language and communication needs (SLCN) and are using our pupil premium funding to support these needs. We are aiming to ensure that our pupils can access support for their SLCN by delivering targeted support in school and working with local speech and language therapists for pupils with more severe and complex needs. This will, in turn, support their learning across the whole curriculum, especially in writing and reading and support our aim to enable

competent, confident pupils to achieve. This support is part of our strategy to narrow the gap between more and less advantaged pupils.

At Etchells Primary School, we aim to strategically use pupil premium funding to offer additional support to ensure that all children can access their full potential.

To ensure that our approaches are effective we will:

- Make pupil premium and disadvantage a priority throughout school so that all bodies involved recognise and work to close the learning gap.
- Ensure that all stakeholders understand what it is like to be 'living in poverty' and that this is taken into consideration when planning learning activities as well as extra-curricular events.
- As class teachers, ensure that data tracking shows progress being made or barriers to learning for those identified as pupil premium.
- Complete rigorous pupil progress meetings where the progress of those children identified as pupil premium is scrutinised and barriers are discussed.
- Analyse data and look for patterns or trends across school.
- Utilise high quality interventions, which will be planned to support the progress of any children who had a barrier to learning, including those identified as pupil premium.
- Ensure that well-being is a priority and support is in place for those who need it.
- Ensure that attendance is a key priority across all children in school, including those who are pupil premium.
- Allocate a senior leader within school to take responsibility for pupil premium. This person will monitor the progress of these children and support the strategic planning of spending decisions.
- Allocate a named governor with responsibility for overseeing pupil premium.
- Ensure that spending is reviewed yearly and that interventions being used are effectively closing the learning gap.
- Clearly and closely monitor this strategy.

Challenges

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

Challenge number	Detail of challenge
1. Maths (Fluency)	SDP Priority 1 Whilst attainment at the end of Key Stage Two is just above National, internal data shows that Maths across school is a priority, with Pupil premium data being a key priority.
2. Active Engagement and Learning	SDP Priority 2 Children behave well in lessons and work hard but some children do not participate as much as others and are not always as engaged as they could be.

	Alongside work on metacognition and recall strategies we feel we need to allow children more time to reflect on their learning.
3. Inclusion	SDP Priority 3 Speech, language and communication needs (SLCN) We have 21% of pupils with speech, language and communication needs across school, with a significant number in EYFS and KS1. This has been identified using standardised assessments. Well used research identifies that these pupils are likely to struggle across all areas of learning, social and emotional development.
4. To meet/ exceed National levels and close the attainment gap in Reading, Writing and Maths	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continue to have gaps in learning. These findings are mirrored at a national level. This has resulted in significant knowledge gaps leading to some pupils falling further behind age-related expectations. At KS2, end of year data (July 2024) indicates that attainment was above or inline with national levels in reading, writing and maths. However, the gap between disadvantaged pupils and non-disadvantaged pupils is evident in reading and for the combined RWM, in maths, disadvantaged pupils are achieving just above the local authority results. Observations, progress data and pupil progress meeting discussions suggest that the strategies employed by school to close gaps however are having a positive impact when supporting disadvantaged (and all) children to make accelerated progress from low starting points. The challenge is to maintain this momentum for further impact.
5. Multiple barriers to learning	We recognise that children who are pupil premium may have several barriers to learning in addition to this. Across school we have children who have multiple barriers to learning: SEN & PP 25/65 38% EAL & PP 20/65 31%. Significant numbers of children and families experience social, emotional and wellbeing barriers to learning and attending school requiring regular intervention and support from staff in school and external partners. Because of the demographic of our school community, this will continue to be an ongoing priority to ensure that children are supported by the correct agencies.
6. Attendance	Our attendance data (summer 2024) for the whole school was 94% and for our Pupil Premium cohort 90%. This illustrates that there is a 4% gap between the attendance of pupil premium children compared to non-pupil premium children.

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
Fluency is improved in all year groups across the school. (SDP Priority 1)	<ul style="list-style-type: none"> The gap between the lowest and highest attainers in every class is narrowed. Fluency sessions will take place at 13:15 each day for 15 minutes with timetables reflecting this.

	<p>A weekly monitoring visit will take place to check implementation of the session. SSE question: 'Are high quality fluency sessions taking place every day for 15 minutes?'</p> <ul style="list-style-type: none"> • Teacher/teaching assistant will carry out small group/1:1 precision teaching. SSE question: 'Are the identifiable gaps being addressed during these sessions?' • Whole class and whole school analysis or emotional response to Maths have been carried out. • A range of different strategies and resources are used to engage all children, including having the children out of their places. • Recall strategies are used at the end of each lesson to demonstrate new skills acquired and knowledge demonstrated. • Double page spreads will be used at the end of each unit to demonstrate understanding against the AREs
<p>All children are actively engaged in their learning.</p> <p>Lesson Structure Lessons are carefully considered and planned to incorporate elements of active learning.</p>	<ul style="list-style-type: none"> • Teachers are using a range of different strategies in order to engage the learners. SSE question: 'How do lesson structures help the children stay or become engaged in their own learning?' • Children can articulate through pupil voice that they are active and engaged in their own learning. • Lesson structures are used effectively to allow children time to be active and engaged in their own learning, reflecting on what they have learnt. SSE question: 'Are the lesson structures clear to allow the children time to be active in their own learning?' • Learning walks show that the children are engaged in their own learning and that they are actively participating. Children are moving during learning times, out of their seats and sharing their learning with their peers. SSE forms: 'During lesson time, are children moving around and sharing their ideas with their peers?' • Evidence of Kagan structures are evident in every classroom to support the learning of the children. Clear evidence of opportunities being provided for the children in all subjects that allows them the chance to make connections which deepens their understanding. SSE Question: 'How are opportunities used to enrich the education of the children? Are clear connections being made through this?'
<p>All pupils are taken into consideration when planning the curriculum Attainment and Enjoyment Pupils from all groups achieve well and show progress across the curriculum</p>	<ul style="list-style-type: none"> • All planned activities are passed by a member of the SLT to check to see if the event is accessible for all. • Review of the curriculum shows evidence that all of the children in vulnerable groups are thought about when designing activities. • The gap between the pupil premium and non pupil premium children has decreased. SSE Question: 'What activities are being planned to

	<p>decrease the gap between PP and non PP pupils?</p> <ul style="list-style-type: none"> • The data for those children with SEND is broadly in line with that of the national average for that group. • After analysis of the curriculum assessments, a range of pupils from different groups are achieving well. • SEND support plans show that the targets are SMART and that they are reflecting the adjustments made for children with SEND. SSE question: 'Do the SEND support plans enable the children to experience success?'
Support for pupils with SLCN	<ul style="list-style-type: none"> • To support children with SLCN so that they can match the attainment of their peers who do not have SLCN. • Targeting support to those pupils with SLCN to enable them to better understand teaching and conversations in the classroom and enable them to participate fully and at an appropriate level of competence.
To achieve and sustain high levels of wellbeing for all pupils in school, particularly our disadvantaged pupils and ensure that poverty is not a barrier to accessing learning opportunities.	<ul style="list-style-type: none"> • Pupils receive strategies and information to support their own personal wellbeing through the PSHE curriculum, circle times and whole school assemblies. • All pupils at Etchells have access to individual wellbeing and support from Nursery through to Year 6 • Support is signposted to all parents in the weekly newsletter when appropriate • There is a clear and systematic referral system that can be fed into by pupils, parents/carers to teachers or directly to the Wellbeing Lead • Posters signposting support available are also displayed around school (at present in the entrance way, but will be more in a few weeks) • In prioritising pupils for interventions EV considers all factors including PP • EV evaluates each case and allocates appropriate interventions, these may be ELSA (Emotional literacy support, Drawing & Talking Therapy, Nurture Group or referral to MHST.
To achieve and sustain improve attendance for all pupils particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Robust monitoring will be continued to ensure that all children who are absent from school are scrutinised. • Links made pastorally to address absenteeism at the first instance. • In the interim, while plans are being put into place, staff will support children being brought to 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 (for example, CPD, recruitment and retention) for the academic year actions (2023-24)

Budgeted cost: £6,000 books/ supply cost NPQ's and Training

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language:</p> <ul style="list-style-type: none"> • Speech and language interventions being delivered by TA's. • The Link Speech and Language CPD training completed • Wellcome assessments being used in EYFS consistently. • Teachers and teaching assistants are using classroom strategies that have been specifically identified as supporting pupils' speech, language and communication development- strategies include wait time, pre-teaching vocabulary and opportunities to practise expressive language skills. 	<p>National Literacy Trust – Improving the home learning environment a behaviour approach (Nov 2018) – Chat, play and read approach to language development, which begins at home and is crucial in the first 5 years of a child's life.</p> <p>EEF Reading comprehension approaches <i>'The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.'</i></p> <p><i>'The skills and competence of the teacher and teaching assistant in the way that they deliver information affects the language development of their pupils' (Voice 21, Frontiers in Psychology)</i></p>	1, 2, 3, 4
<p>Quality first teaching:</p> <ul style="list-style-type: none"> • Many members of the school staff are undertaking NPQ's in relevant subject areas. Cost of supply cover for this training. 	<p>National Professional Qualification Interim Report.</p> <p><i>'NPQ participants described how their qualification has led to an increase in skills and knowledge which many have been able to apply directly to their teaching and ways of working, whereby enabling them to make changes in their role'</i></p>	All

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

Budgeted cost: £32,760 cost for 7 full time highly skilled TA's 1.5 hours per day (plus £14,040 for EY staff)

4 x KS2 TA and 3 x KS1 TA - 7.5 hours in Maths and Reading - as per SDP - £32,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions:</p> <ul style="list-style-type: none"> • Precisions Teaching sessions run by highly skilled staff • Small group interventions across all year groups - motor skills united, speech and language, working memory groups. social communication groups. • Well-being lunchtime club • Well-being sessions with wellbeing lead(s) • Additional speech and language support across school • Lunchtime touch-typing club • 1 full time class-based teaching assistant per year group in school • Morning and after school boosters for year 6 SAT and High School preparation. • TA support for maths lessons for target areas from SDP. 	<p>EEF- Targeted academic support.</p> <p>EEF – Selecting Interventions Evidence insights</p> <p>EEF- Making the best use of Teaching Assistants. <i>'Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months'</i></p>	1, 2, 3, 4

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

Budgeted cost: £4000 for cost of subsidiaries for trips/clubs/peripatetic music lessons

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Well-being and accessing wider opportunities • Behaviour • Attendance • Increasing attendance – robust systems in place • Regular meetings with parents to discuss progress and targets (3 x yearly) • Regular SEN meetings to discuss progress and targets against SEN plans. 	<p>EEF, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself + 4 months</p> <p><i>School data showing % of children with multiple barriers to learning</i> <i>Poverty-proofing questionnaire and <u>Improving School Attendance DfE</u></i></p>	3, 5, 6
<ul style="list-style-type: none"> • All school trips are subsidised. • Breakfast club subsidised or offered where needed. • All school clubs are subsidised. 	<p>EEF Adventure education usually involves <u>collaborative learning experiences</u> with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see</p>	3, 5, 7

<ul style="list-style-type: none"> ● Swimming paid for all KS2 pupils to achieve the NC award, along with transport to and from the swimming bath. ● RSE workshops offered to all parents ● Targeted pupils for extra-curricular / computing / Sport / performance club ● Spare PE kit bought for school. ● Second hand uniform and Christmas jumper sales. 	<p><i>also <u>Meta-cognition and self-regulation</u>) may also be involved.</i></p> <p>Social Mobility and Child Poverty Commission Report ‘Impact seen where schools prepare pupils for all aspect of life not just exams.’</p> <p><i>PP Award winners 2017 Springfield Junior Suffolk. Case study – recognised for outstanding practice providing high quality enrichment and experiences</i></p> <p><i>Poverty proofing audit actions 2019</i></p>	
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Total budgeted cost: £ 75,520 (+£14,040 EY)

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Aim	Outcome																																																																																																
Reading	<p>Reading outcomes show year on year improvement, including for those children working at greater depth.</p> <p>The model of reading that has been implemented across school and is being used consistently however further work is required to improve and refine the design of learning activities in classrooms.</p> <p>The TA intervention - Pre reading - being used across school with children in the lowest 20% has helped to close the gap with.</p>																																																																																																
Closing the vocabulary gap	<p>As above for reading.</p> <p>The focus on vocabulary twice a week along with sending home vocabulary grids has helped to improve children's overall vocabulary choices and accuracy.</p>																																																																																																
Speech, language and communication needs (SLCN)	<p>A high proportion of children are being assessed and then supported across school. TA's use targeted interventions to follow plans laid out by the SENCO.</p>																																																																																																
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Multiple barriers to learning	<p>As a school, we continue to work with outside agencies to triangulate the support given to our pupils. Taking time to ensure that the correct body is working with individual children and targeted support is being received where necessary. We continue to have a diverse school</p>																																																																																																

	community and we celebrate this diverseness. We know we must continue to work closely with our families to identify where support is needed at the earliest opportunity,
Behaviour, including behaviour for learning	The Paul Dix approach is used consistently through school. Positive behaviours are consistently celebrated. Learning Environment Pupils are focussed in lessons, giving their best. There is minimal low level disruption and warm, nurturing relationships are formed in classrooms, overriding any distractions from learning. All areas of the school, including classrooms, are calm with children and staff showing respect for those around them. <i>Expectations need continuous revisiting with staff in order to sustain the impact of the new approach. A focus on Active Learning will be made next academic year.</i>
Attendance	Improvements have been made in overall attendance this academic year but our pupil premium children still remain 4% below our non-pupil premium children.

Total cost: £ £97342.50

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.