

Pupil premium strategy statement – Etwall Primary School

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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	15.2%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	27 th November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sarah Bentley
Pupil premium lead	Sarah Giles
Governor / Trustee lead	<i>Chrissie Sargent</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,160
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years	N/A
Total budget for this academic year	£62,160
Additional School Budget Allocation	£17,871

Part A: Pupil Premium Strategy Plan

Statement of intent

At Etwall Primary School we passionately believe that, as staff and children we should have high aspirations and ambitions for all, no matter what the background. We strongly believe that a pupil's thirst for knowledge and enjoyment, as well as commitment and hard work, makes the greatest impact on a child's learning.

Our aim as a school is to close the gap in attainment between disadvantaged and non-disadvantaged pupils, working towards a proportional representation in achievement at the end of Key Stage 2 at both expected and greater depth.

We aim to ensure that all children can experience a broad and balanced education, removing any barriers to learning where possible. The education at Etwall Primary School is centred around a high-quality teacher-first approach, which has been guided by assessment to ensure that children do not fall behind.

The broad and balanced curriculum will provide rich experiences for all and will enable strengths to be identified and encouraged.

We aim to provide provision for children based on the needs and strengths of each young person so relative skills and experiences are offered. This will be evidenced both formally and informally and reviewed each year.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches such as high-quality teaching; therefore, outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	<p>Phonics</p> <p>Observations in EYFS phonics sessions indicate that our disadvantaged pupils have greater difficulties in phonics than non-disadvantaged pupils. Outcomes in Y1 phonics screening test confirm that disadvantaged pupils do not achieve as well as non-disadvantaged pupils.</p>
2	<p>Attainment</p> <p>Our data indicates that outcomes in reading, writing and maths are comparatively lower in children eligible for pupil premium funding than children who are not eligible. This is particularly evident in KS1.</p>
3	<p>Attendance</p> <p>Attendance percentages for 23/24 was 93.8% for disadvantaged pupils compared to 95.8% for non-disadvantaged pupils. This difference was the same in 22/23 demonstrating that attendance is consistently lower for disadvantaged pupils.</p>
4	<p>Enrichment</p> <p>Analysis of after school extra-curricular activities indicates that children who are disadvantaged do not take up places in clubs after school. Questionnaires suggest that they are interested but are not proportionately represented. Financial barriers are evident for many of our pupils who are disadvantaged.</p>
5	<p>Social and Emotional Needs</p> <p>Observations show that disadvantaged children have varying levels of social and emotional needs. For some children eligible for service premium, this is due to parents being absent for long periods whilst in service. Higher levels of anxiety and low confidence can sometimes lead to disruption or disengagement in learning. This can lead to lower outcomes in learning.</p>
6	<p>SEND</p> <p>48% of disadvantaged pupils have an additional need in the form of SEND. This is higher than the national average of 26.5%.</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 attainment in phonics at the end of EYFS and in Y1 Phonics Screening Check	<p>EYFS phonics assessments and trackers will identify any children struggling with phonics and early intervention will be deployed. Disadvantaged pupils will attain similar levels in phonics as their peers at the end of EYFS.</p> <p>Y1 Phonics Screening Check (PSC) outcomes in June 2025 will show that the gap between the average score of disadvantaged children and non-disadvantaged children will be closing.</p> <p>2023/24 – average difference = 9 points</p> <p>Targets</p> <p>24/25 – average difference <7 points</p> <p>25/26 – average difference < 5 points</p> <p>26/27 – average difference < 3 points</p>
Improved attainment in Reading, Writing and Maths for disadvantaged pupils in KS1	<p>Outcomes from internal assessments and end of KS1 tests will show an increase in attainment for disadvantaged pupils with the gap closing between Disadvantaged and Non-Disadvantaged</p> <p>Improved outcomes in spelling will positively impact writing attainment data.</p> <p>Targets</p> <p>July 2025</p> <p>Reading/Writing/Maths – 66% at expected</p>
Attendance for disadvantaged children is in line with that of their peers	<p>Attendance gap closes over the next 3 years so that by July 2027, it is in line with attendance for non-disadvantaged pupils.</p> <p>2023/24 – 2% points lower (93.8% comp. 95.8%)</p> <p>Targets</p> <p>July 2025 – within 1.5% points</p> <p>July 2026 – within 1% points</p> <p>July 2026 – within 0.5% points</p>
Disadvantaged pupils will experience the same enriching activities as other pupils	<p>90% disadvantaged pupils who want to attend a club will have attended for at least one term per year and disadvantaged pupils will be proportionally represented in all clubs and enrichment activities.</p>
Wellbeing and social/emotional skills will be improved for all pupils and particularly for those who are disadvantaged	<p>Teacher and pupil surveys will evidence higher levels of wellbeing and increased resilience leading to improved engagement in learning.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£64,453.80**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all teachers and subject leads.</p> <p>Teachers will attend training and carry out regular monitoring to improve teaching and learning across both core and foundation subjects.</p>	<p>Regular training and CPD for teachers and TAs will update and extend teacher knowledge enabling engaging and effective curriculum delivery across all phases of school.</p> <p>Leaders will attend training to refresh and update their knowledge and skills with the latest developments.</p> <p>A HLTA will be employed to ensure that release time is given for both training and to apply knowledge in school through tasks and dissemination of training to other staff members.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p><i>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</i></p>	<p>1, 2, 5, 6</p>
<p>Subscription to validated phonics scheme to support the teaching and learning of phonics for all pupils, particularly those who are disadvantaged, including structured interventions and a specific programme for SEND pupils.</p>	<p>The EEF Toolkit, indicates a strong positive impact from the implementation of regular, systematic, synthetic phonics scheme. This must be coupled with strong teaching and effective interventions. A focus on 'keep-up, not catch-up' is essential to ensure good progress for all pupils, particularly those who are disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p><i>"Phonics has a positive overall impact (+5months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</i></p> <p><i>+ 5 months progress – high impact for low cost</i></p>	<p>1,2, 6</p>
<p>Subscription to spelling scheme to support the</p>	<p>The new spelling scheme will be a structure, taught approach to spelling to ensure long-term retention of knowledge and skills. The scheme will support teachers</p>	<p>1,2,6</p>

<p>teaching and learning of spelling for all Y2 – Y6 pupils, particularly those who are disadvantaged.</p> <p>Online access ensures that home learning can support in school learning with minimal input from parents as content and use of the platform is taught and practised in school.</p>	<p>to deliver quality first teaching and ensure that children are motivated to practise spelling through online platforms that are fun and engaging. The approach ensures that homework is an integral part of learning, rather than an add-on.</p> <p><i>'Studies involving digital technology typically have a greater impact (+6 months)'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Teachers are able to use technology to increase the benefits of practice to improve fluency or retention of information.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reflected-meta-cognition</p> <p><i>"It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial."</i></p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-qualityteaching</p>	
<p>Additional higher level teaching assistant for maths teaching across KS2.</p> <p>Teach maths in single-age groups to ensure that maths can be taught in a progressive sequence of learning, building on the skills of the previous year group.</p>	<p>This approach ensures that KS2 children are taught in single age classes for maths. It has the added benefit of making class sizes smaller for groups of children and allows for higher level teaching assistant interventions to support children on a highly personalised basis.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p><i>'It is also important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding.'</i></p>	2, 6
<p>Additional teacher for core subjects in KS1.</p> <p>In Y1 and Y2, teach Reading, Writing and Maths in single-age groups to ensure that the core</p>	<p>This approach ensures that KS1 children are taught in single age classes for reading, writing and maths. It has the added benefit of making class sizes smaller for groups of children.</p> <p>Guidance states that small classes are of most benefit when numbers are below 13. However, as a school, we feel that the core curriculum in Year 1 and Year 2 is most effectively implemented when children are in single age classes.</p> <p>+2 months progress. Low impact for high cost.</p>	1,2,6

<p>curriculum can be taught in a progressive sequence of learning, building on the skills of the previous year group.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p><i>'It is also important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding.'</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£10,947**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning by Questions is used across KS2 for planned interventions, whole class teaching and retrieval activities.</p> <p>Teachers are able to use technology to increase the benefits of practice to improve fluency or retention of information.</p>	<p>Ensuring that the prior knowledge of all learners is taken into account helps to close gaps and maximise progress through independent learning, both at home and in school.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p><i>'Taking account of prior knowledge is essential if pupils' learning needs are to be met. Anticipating common misconceptions, and using diagnostic assessment to uncover them, forms an important part of this process.'</i></p> <p>Teachers are able to use technology to increase the benefits of practice to improve fluency or retention of information.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reflected-meta-cognition</p> <p>Teaching and Learning Toolkit EEF Metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>EEF Guidance Report - Maths EEF</p>	<p>2,4,6</p>
<p>Identified pupils will receive regular ELSA (Emotional Literacy Support Assistant) pastoral sessions and a family support worker will be available to support parents with</p>	<p>Teaching social and emotional skills explicitly in dedicated time and in every day teaching supports children's emotional vocabulary and how to express their emotions. These regulation skills can then be applied in the classroom to improve engagement in learning.</p> <p>Our ELSA assistant has a dedicated space to support children and families through targeted support or early help.</p> <p>EEF evidence suggests that quality social and emotional learning (SEL) has a positive impact on wellbeing and learning of up to +4 months. There is extensive</p>	<p>3, 5</p>

needs identified through Early Help Assessment or through self-referral from parents.	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): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se/	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£5078.80**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupil premium children to be invited to a midday or afterschool club targeted to their interests to support personal and social skills.	<p>Identified pupils including those who are disadvantaged will be invited to attend lunchtime clubs to support them with self-regulation and wellbeing, as well as providing extra curricular enrichment activities. The clubs will be run by specially trained Midday Supervisors/TAs.</p> <p>Enrichment activities without a specific focus on learning have some impact on attainment, but the interventions maybe more beneficial for their impact on personal and social skills. Additional school-run activities also provide free or low-cost alternatives to sport, music, and other enrichment activities that disadvantaged families may not be able to pay for outside of school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p><i>'In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. However, it is not clear whether this is due to the additional activities or to improved attendance and greater engagement.'</i></p>	4,5,6
Disadvantaged pupils to be provided with a free book at each school book fair	<p>Based on a survey of 44,097 children aged 8-18 in the UK, the National Literacy Trust's Book ownership, literacy engagement and mental wellbeing report shows that the more books a child owns, the more likely they are to do well at school and be happy with their lives.</p> <p>https://literacytrust.org.uk/research-services/research-reports/book-ownership-literacy-engagement-and-mental-wellbeing/ - Literacy Trust</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment EEF</p> <p>https://early-education.org.uk/cultural-capital/</p>	1,2,4,6
Attendance Strategy developed	A new attendance strategy is to being implemented by the family support worker and the Inclusion Lead to highlight to parents the difference between their child's attendance and national attendance data. Letters are to be supported by face	3

	to face supportive meetings from the family support worker to address barriers and set improvement targets. https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064	
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Total budgeted cost: £80,479.60

Part B: Review of the previous academic year

2023/24 Intended outcomes and success criteria

Intended outcome	Success criteria
To reverse the decline in progress amongst PP children for core subjects.	<p>The gaps amongst LA children are identified quickly and interventions are tailored to specific needs in order to make accelerated progress.</p> <p>(Specific data and targets relating to NFER standardised scores will be added on completion of Summer 2021 tests).</p>
To improve the percentage of children eligible for PP who exceed national expectations.	<p>Children who have the potential to exceed national expectations are identified early and tracked as to their progress, allowing them to make accelerated progress where possible.</p> <p>At the last point of national data (Summer 2019) our reading was 0% against a national average of 32% in KS1 and 0% against 31% in KS2, writing 0% against 17% and 0% against 24% and maths 0% against 24% and 20% against 32%. For Summer 2022, we are targeting 20% at Greater Depth in KS2 for Reading, Writing and Maths.</p>
To provide structured support such as high impact boosters for Year 1, 3 and 4 in Reading and single aged Maths groups to facilitate accelerated progress.	<p>Baseline data from Spring 2021 NFER shows an 11% gap in NFER standardised score for reading between PP and non-PP children in Year 1 and 19% for Year 3 and 4. Similarly for Maths, the gaps are 15% in Year 1, 10% in Year 2 and 14% in Years 3 and 5. Our target is to reduce this gap by 5% across all the aforementioned subjects and year groups.</p>
To provide financial support for children eligible for PP as and when required for school activities.	<p>Children eligible for PP are not excluded from school activities on the grounds of cost.</p>
To provide emotional support for children eligible for PP as and when required.	<p>Children eligible for PP are displaying positive attitudes to learning and to school life in general.</p>

Outcomes for disadvantaged pupils – 2023/2024

We have analysed the educational 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.

The data demonstrated that the school had made good progress in supporting disadvantaged children in KS2 to achieve outcomes that were at least in line with national outcomes and where the gap was closing with non-disadvantaged children.

Year	Num	Pupils	Reading		Writing		Maths	
			%	Difference	%	Difference	%	Difference
Y1	6	PP	17	57%p	17	59%p	50	32%p
		Non PP	74		76		82	
Y2	7	PP	29	47%p	14	38%p	43	33%p
		Non PP	76		52		76	
Y3	7	PP	43	39%p	0	59%p	43	34%p
		Non PP	82		59		77	
Y4	9	PP	78	6%p	22	41%p	67	7%p
		Non PP	84		63		74	
Y5	4	PP	75	14%p	50	30%p	50	37%p
		Non PP	89		80		87	
Y6	8	PP	88	+2%p	88	+5%p	75	5%p
		Non PP	86		83		80	

The largest attainment gap between these groups (disadvantaged/non disadvantaged) was in year 1, across all core subjects but particularly in Reading and Writing where the difference was more than 50 percentage points.

Conversely, Year 6 shows a 2% lead for PP students over Non-PP in reading and writing and gaps appear to be closing at the upper end of key stage 2.

Gaps are narrower in maths than in Reading and Writing. Learning by Questions has been used for 2 academic years with staff in Y5/6 using the technology to personalise learning and ensure that gaps in knowledge are closed and retention is good.

Gender disparities are evident within pupil premium/non pupil premium outcomes with disadvantaged girls outperforming disadvantaged boys in reading and writing in particular. Outcomes appear cohort specific but there is a clear pattern of disadvantaged girls achieving better outcomes than disadvantaged boys in Reception to Year 4, in particular.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations. The data demonstrates that whilst we run a large number of free after school clubs, take up of these is extremely low for pupils who are disadvantaged. Surveys have shown that children are keen to join clubs and that they want the clubs that we have on offer. It is important, therefore, to widen opportunities within the school day, rather than at the end of the school day where parents would have to give permission or change collection arrangements which may be a barrier.

Based on all the information above, the performance of our disadvantaged pupils met expectations in key stage 2 but did not meet expectations in KS1 or EYFS, and we are have not achieved the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section for the 2021 – 2024 statement.

Our evaluation of the approaches delivered last academic year indicates that providing structured support for boosters was highly effective in facilitating accelerated. This is evidenced in the end of KS2 outcomes for disadvantaged children which were positive and significantly increased from previous years.

In addition, the structure support for boosters to support disadvantaged children achieving greater depth was also highly effective.

In reading and writing, Y6 disadvantaged led by 7% percentage points with 38% of disadvantaged children achieving a higher standard in reading (compared to 31% of non-disadvantaged children) and 13% of disadvantaged children achieving a higher standard in writing (compared to 6% of non-disadvantaged children. A lead of 5% points was achieved in maths with 25% of disadvantaged children achieving the higher standard in maths in KS2 SATs.

Outcomes in maths for disadvantaged and non-disadvantaged pupils remain strong across the whole school. Having used pupil premium funding to support single-aged maths teaching for the past 4 years, this is a strategy that is having long term impact and should be prioritised in all future strategy statements and plans.

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.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. This will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. We will utilise the iPad/android devices to continue with embedding Spelling Shed and LBQ to ensure quality feedback at the point of learning for pupils in Y2 – Y6.

- ensuring that all children in Y1 – Y6 are taught in single-age groups for maths.

Additional funding from the school budget supports a HLTA across KS2 who specialises in teaching maths and can provide additional support to children who need support to close gaps in their learning. The cost of this is £17,871 and this has been noted on the first page of this report.

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. All school trips are reduced in cost by 50% with additional cost reductions if families need this.

Planning, implementation, and evaluation

When evaluating our previous strategy and planning our new one, we looked at evidence from a variety of sources including NFER data and SATS assessments, book looks, and conversations with parents, students and staff in order to identify the challenges faced by disadvantaged pupils. The Pupil Premium Lead for Central Co-operative Learning Trust led half-termly meetings for our Pupil Premium Lead to attend to increase their knowledge and understanding of strategies to support our disadvantaged children.

The work of the RADY (Raising Achievement of Disadvantaged Youngsters) group for Central Co-operative Learning Trust and all staff attending CPD delivered by Trevor Sutcliffe (Independent school improvement consultant with Challenging Education), was key in helping to devise a strategy that reflected the needs of pupil premium children at Etwall Primary School.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on educational outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

The EEF's implementation guidance was particularly helpful in developing our strategy, tied in with the work published by Marc Rowland. We will continue to use both sources of guidance through the implementation of activities, leading to better outcomes for pupils over time.