

Etone College Pupil premium strategy statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Etone College
Number of pupils in school	985
Proportion (%) of pupil premium eligible pupils	26.3% (246)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	17 th Dec 2021
Date on which it will be reviewed	17 th Nov 2022
Statement authorised by	I Smith
Pupil premium lead	D Clinton
Governor / Trustee lead	Dame M Brennan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220, 085
Recovery premium funding allocation this academic year	£35,235
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	£255, 320

Part A: Pupil premium strategy plan

Statement of intent

Etone College is a fully inclusive school based on traditional values and committed to ensuring progress for all pupils. Our aim is that all pupils, regardless of their background or the challenges that they face, make good progress and achieve highly across the curriculum particularly in the Ebacc subjects.

We have high expectations and aspirations for all of our pupils and support our pupils to achieve their best at all times. We promote core values and underpin our curriculum with key employability skills. We aim to provide all pupils with the essential skills and knowledge that they need to be educated citizens who can make positive contributions to their communities both now and in the future. Some pupils from disadvantaged backgrounds require additional support. Therefore, we will use all the resources available to us in helping them to reach their full potential. In doing so, our aim is to continue to narrow the gap for our disadvantaged pupils.

We intend to use the funding to improve the attainment and progress of all our pupil premium pupils by first ensuring that they have access to high quality teaching. This is proven to have the highest impact in narrowing the gap as well as bringing benefits for all pupils. We ensure appropriate challenge for all pupils, based on potential and making sound use of diagnostic assessment, to identify, support and close any learning gaps making use of research informed interventions and approaches. Progress of this group of pupils is closely monitored and all staff take responsibility for raising the outcomes for disadvantaged pupils. Our whole school culture of high aspiration and expectations for all learners raises expectations of what these pupils can achieve and we work hard to promote self-belief and resilience as part of our Etone Learner culture.

We also aim to raise the aspirations by ensuring that pupils are appropriately informed about possible future careers and have high quality support to secure placements in their next stages of education and training. We also want to ensure that our Pupil Premium pupils to have access to the range of resources, extracurricular activities, school events and trips to support them at home and also enrich their curriculum. We have a three tiered approach:

- Quality first teaching to include professional development, training and support and recruitment and retention
- Focused intervention to provide impact on progress and address the impacts of the pandemic
- Wider school strategies including a focus on attendance, behaviour and any social and emotional support

Challenges

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

Challenge number	Detail of challenge
1	Improve the academic progress for pupil premium pupils using quality first teaching strategies
2	To ensure that attendance rates for pupil premium pupils are in line with non-pupil premium students.
3	Raise the aspirations of pupil premium pupils by providing comprehensive careers education and access to appropriate resources, within curriculum areas, wider school, or external agencies.
4	Provide appropriate interventions to close the gap with non-pupil premium pupils.
5	To ensure that pupil premium pupils have equal access to school visits and engagement with enrichment activities.
6	To raise awareness at a whole school level and continue to support the wellbeing of all of our pupils

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
1. Improve Progress 8 score of the Pupil Premium group to bring in line with peers through use of quality first teaching	Quality first teaching strategies through effective CPD. This will include engagement with EEF Learning Behaviours including a whole school focus on metacognition. Pupil Premium pupils' progress more in line with their peers. Recruitment of subject specialists and additional groups in core subjects reduces class sizes. The progress gap between Pupil Premium and non-Pupil Premium pupils is reduced.
2. Improved attendance rates for Pupil Premium pupils, bringing PP students in line with non-PP.	Gap in attendance rates continues to close between pupil premium pupils and others.

Measured through: Attendance data	Reduction in unauthorised absences for PP in line with non-PP
3. Pupils will have bespoke Careers lessons using the START Careers programme. All pupils will have access to the planned Careers Fair. Pupil Premium pupils in Years 10 and 11 will have priority careers appointments with trained careers advisors. Targeted support for pupils who are identified as potential NEET.	Pupils will have clear Careers lessons delivered through the Learning for Life curriculum and priority access to Careers support. NEET figures will reduce to 0. Pupil Premium pupils will proportionately represented in Etone College's Sixth Form.
4. Targeted interventions, numeracy and literacy coaches and in house tuition programme.	Literacy and Numeracy coaches employed. Pupil Premium pupils targeted for departmental interventions. PP pupils prioritised for National Tutoring Programme.
5. Financial barriers do not restrict attendance at trips, visits, and clubs for Pupil Premium pupils to support engagement of and access to wider school experiences. There are pupil leadership opportunities through School Council, Prefects and Careers Ambassadors. Etone College also offers opportunities such as Duke of Edinburgh, Cadets, Enrichment Week and the Turing Scheme in Languages.	Increased opportunities and attendance rates at extra-curricular clubs, trips, visits, and enrichment provision. Provide all pupils with cultural capital opportunities. Ensure that Pupil Premium participation in extra-curricular and Student Leadership opportunities is in line with non-Pupil Premium.
6. To continue to raise awareness of disadvantaged students and the challenges they face across all areas of school life, including mapping of provision and recording of any impact.	PP students identified on seating plans Member of Leaders to champion and track PP pupils (academic progress, attendance, participation) To have clear oversight of the PP demographic within year groups and the provision they are accessing through regular monitoring.

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)

Budgeted cost: £ 129,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and retention of high quality teachers</p> <p>Overstaffing of core subjects where possible to reduce group sizes.</p> <p>£120,000</p>	<p>Increased staffing in core faculties has enabled us to create teaching groups that are slightly smaller and staff can better plan to meet the needs of pupils in their groups.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1, 4, 6
<p>Designated lead for Pupil Premium</p> <p>£2000</p>	<p>To ensure delivery of strategy to staff. Stakeholders held to account for ensuring the success of Pupil Premium pupils and reducing the gaps in achievement. Member of Leadership with responsibility for strategy – attendance at appropriate CPD and engagement with DFE and Ofsted requirements.</p> <p>Supporting disadvantaged pupils 2018 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Research_-_Research_Report_FINAL_v2.pdf</p>	All
<p>CPD for stretch and challenge and metacognition</p> <p>£500</p>	<p>Teachers will be equipped with a range of strategies to stretch pupils of all abilities in their classrooms.</p> <p>Engagement with EEF Learning Behaviours CPD through Staffordshire Research School.</p> <p>The professional development sessions on appropriate challenge metacognition to all staff and the subsequent follow up in departments will ensure that staff have the knowledge and tools to help support pupils to regulate their own learning and recognise when they need support and intervention.</p>	1, 4, 6

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	
Leads for whole school literacy £2500	Nominated leads for literacy, including a senior leadership link, to drive whole school initiatives in reading. Evidence shows that increasing pupils' ability to read and comprehend will enable them to achieve academically. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 4
£4500	Provide resources to support Pupil Premium pupils both within lessons and at home – e.g. equipment, calculators, textbooks, revision guides, subscriptions to online platforms. Visualizers in all faculties to support modelling and review of learning. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	1

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

Budgeted cost: £ 58,500

Activity and budgeted cost	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of literacy and numeracy coaches to lead 1-1 and small group intervention. £30,000	Evidence link for 1-1 tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Evidence link for small group intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4
In house tuition for targeted Year 11 pupils	Provision of in house tuition for targeted pupils. Evidence link for small group intervention	1,4

£3,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
February and Easter intervention sessions. £3000	Pupils will be targeted with opportunities to attend subject specific interventions aimed at closing the gap in attainment for Pupil Premium pupils. Provision of February half term and Easter revision sessions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 4
After school intervention programme £1000	Period 6 interventions will take place for Year 11 pupils. Targeted interventions will be aimed at pupils in years 7 -10. Breakfast Club in some subjects.	1,4
Summer School £16,500	To make provision for Year 6 pupils to ease transition to school – academic and enrichment. https://www.nfer.ac.uk/summer-schools-programme-for-disadvantaged-pupils-overview-report	1, 4, 5, 6
Curriculum resources to support pupils in their lessons. £5,000	Provide resources to support Pupil Premium pupils both within lessons and at home – e.g. equipment, calculators, textbooks, revision guides, subscriptions to online platforms. Visualizers in all faculties to support modelling and review of learning. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	1

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

Budgeted cost: £ 73,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CAT4D Testing for Year 7 pupils. £3000	Standardised testing that provides the school with data to show their learning potential in the absence of key stage 2 SATS.	1, 4
Enrichment £5,000	Ensure access to trips, visits and activities during Enrichment Weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://www.sciencedirect.com/science/article/abs/pii/S0272775709000569	5, 6
Careers advisor and careers lead £13,000	Careers education and intervention at Eton College has enabled us to reduce the number of pupils identified as NEET. Our yearly target is to have a NEET number of 0. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	3
Success Centre programmes £25,000	Over the course of the pandemic, we have seen that, in some cases, pupils' mental health has taken a toll. With that in mind we have employed a Success Centre manager who runs a series of programmes to support individuals with SEMH issues. Mental Health Lead. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2, 6
English, Mathematics and Science	Our key stage leads have been employed to support the directors of core faculties and increase attainment in line with our whole school intent of progress for all.	1, 4

key stage leads. £15,000	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	
Virtual parents' evening £3000	We have seen increased attendance to Parents' Evenings using our online platform. We intend to continue its use for our progress evenings to maintain and improve the attendance to these events. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
Prom for Year 11. £1500	Reduce the potential isolation of Pupil Premium pupils from celebration event https://www.tes.com/news/school-proms-and-fancy-dress-fundraisers-stigmatise-poor-pupil	5, 6
Travel costs £3000	Remove the barrier of costly travel to Pupil Premium pupils so that they can get to school and access the curriculum.	ALL
£1000	To provide breakfast for PP pupils with TA support to ensure that pupils start the day with a good breakfast and have access to support with homework. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme	4, 6
Hardship fund £4000	To provide school equipment, clothing etc. on case-by-case basis to pupils suffering hardship.	ALL

Total budgeted cost: £ 261, 500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

This details the impact that our pupil premium activity had on pupils in 2020 – 2021

Attainment

Key Stage 4 outcomes showed a closing of the gap that we identified from 2019 between pupil premium and non-pupil premium pupils.

Use of Bedrock Learning continued to support our Pupil Premium pupils in reaching their chronological reading age. Although the gap has closed, this still remains as a priority in 2021 – 2022 in line with our whole school approaches literacy in and beyond the curriculum.

Uptake of remote learning was very strong (925). PP pupils were supported during remote learning by provision of laptops and internet access as required. In school provision was made for key worker and vulnerable pupils. PP, SEND and vulnerable pupils were identified for a high level of monitoring during school closure to monitor their wellbeing and weekly food parcels were provided for PP families. Staff and pupils were provided with training to support remote learning. We rewarded pupils for good attendance and achievement during remote learning.

Recovery Curriculum

Long-term plans were adapted to facilitate remote learning and ensure that the curriculum remained ambitious for ALL pupils. On return to school, learning gaps were identified and intervention put in place whole class and to support individual pupils. This included provision during the half term and put in place intervention on return to school.

Destinations

All Pupil Premium pupils had access to a series of lessons in our Learning for Life curriculum focusing on Careers. Our Year 11 Pupil Premium pupils had at least one interview with our independent Careers Adviser focusing on their next steps. This was subsequently followed up by our careers lead to ensure that all pupils secured a placement at Sixth Form, college or an apprenticeship. They had time allocated to work on their START careers profile. Sixth form pupils had support in writing their personal statement from the Head of Sixth Form and the Sixth Form support staff. Year 11 pupils had taster Sixth Form lessons and access to college taster sessions. A weekly update for parents included a focus on Careers and events that could be accessed remotely during school closure.

Behaviour

Our whole school behaviour for learning grade has consistently been below 2 where 1 is outstanding. From our internal progress report the whole school average behaviour for learning grade was 1.67 - this is the highest reported in our three year trend from 2018 – 2021.

For the academic year 2021 – 2022, our behaviour lead and pastoral team are researching strategies for early behaviour interventions for those students who could become at risk of exclusion. Our success centre manager is also running a series of programmes for pupils who are identified as having SEMH problems and those identified early as at potential risk of exclusion.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupil premium funding was used to fund curriculum resources for pupils in lessons, fund/partly subsidise engagement in enrichment and extracurricular activities and to fund revision resources for those identified pupils.
What was the impact of that spending on service pupil premium eligible pupils?	Increased academic performance of those pupils from analysis of internal data. Increased engagement in extracurricular activities.

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.