

Pupil premium strategy statement - Etone College

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	906
Proportion (%) of pupil premium eligible pupils	30.1
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023 -2024 2024 - 2025
Date this statement was published	31 December 2022
Date on which it will be reviewed	20 th November 2024
Statement authorised by	I Smith
Pupil premium lead	D Clinton
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 235,415
Recovery premium funding allocation this academic year	£67, 068
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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.</i>	£ 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>	£ 302,482

Part A: Pupil premium strategy plan

Statement of intent

At Etone College our core aim is “Progress for all”. We continually aim for all pupils to achieve as highly as they possibly can. We also want our pupils to become well rounded and active citizens. We teach them to do this through our shared values that make an Etone Learner. We want all our pupils to be caring, courteous, trustworthy, have self-belief and show integrity. We focus on their academic attainment and progress, their attendance and their engagement in

Challenges

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

Challenge number	Detail of challenge
1	Literacy/numeracy skills on entry.
2	Attainment gap between PP and non PP peers
3	Attendance and punctuality of disadvantaged pupils.
4	Limited access to resources to support studies.
5	Cultural capital and aspirations amongst pupils with no history of tertiary education can be lower than their peers
6	Strengthen the mental health and wellbeing of pupils due to the sustained impact of Covid 19.

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. To improve literacy and numeracy skills for our Year 7	PP pupils' reading scores to fall in line with their non PP peers. Pupils numeracy scores to fall in line with their non PP peers.
2. Increased progress of our PP pupils to close the gap between them and their non PP peers	Our Year 11 results will show a narrowing in the progress 8 scores for our PP and non PP pupils.

3. Attendance and punctuality of PP pupils in line with their non PP peers	Pupils who are PP will have the same average attendance as their non-PP counterparts. Aim to bring attendance for all pupils to be above 97%
4. All pupils have access to high quality resources to aid learning and access to high quality extracurricular activities.	All pupils have access to the correct resources and materials for learning and opportunities to enrich beyond the curriculum.
5. Raised aspirations and variety of opportunities available to all pupils.	All PP pupils in Year 11 will have early access to careers interviews and any external visits will be discreetly partly funded by the school
6. Decreased numbers of pupils requiring access to sustained mental health support in relation to their non PP peers.	Access to mental health support in school available through school counselling services. Reduction in the proportion of pupils being referred to external agencies.

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: £ [211,000]

Activity	Evidence that supports this approach/breakdown of strategy	Challenge number(s) addressed
Supporting evidence: "Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school." All of our initiatives are supported by the Education Endowment Foundation Teaching and Learning Toolkit and Guidance Reports		
Framework of CPD to raise and sustain the quality of teaching across the school.	Effective teaching and learning will ensure that all pupils, including those that are pupil premium, make the required progress or greater. Supporting evidence: 1. Effective professional development: Effective Professional Development EEF (educationendowmentfoundation.org.uk) 2. Feedback: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,2,4,5

	<p>3. Metacognition and self-regulation: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>4. Improving literacy: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>5.</p>	
School quality assurance and academy trust quality assurance programme to ensure standards are maintained.	<p>The school's structure of quality assurance and monitoring ensures that the curriculum is delivered consistently across subject areas and that school policies and CPD are implemented.</p> <p>Our belief, and evidence has shown, is that Quality first teaching has the most significant impact on the progress of pupils. This will not only have a significant impact on our PP pupils but will impact all pupils positively.</p>	1,2,3,5,
Bespoke support for ECT, RQT and newly inducted staff.	<p>1. Effective professional development: Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>All of our Early Career Teachers have bespoke CPD and are assigned a school based mentor to ensure that they can deliver high quality lessons to our pupils</p> <p>Our recently qualified teachers also have a school based mentor who helps them to guide their career progression and further develop their classroom practices.</p>	
Implementation of the EEF learning behaviours which is woven throughout the our CPD programme.	<p>EEF learning behaviours guidance reports are integrated into our 2022-2023 CPD programme. These are delivered by the leads in those areas</p> <ol style="list-style-type: none"> Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) 	1,2,6
Enhancement of our KS3 curriculum using guidance from the National Curriculum and subject associations to ensure pupils have secure foundations for	<p>All national curriculum subjects have reviewed the content, sequence and delivery of their key stage 3 curricula using the national curriculum guidance as the primary sources and enhancing from there.</p> <p>The national curriculum: Key stage 3 and 4 - GOV.UK (www.gov.uk)</p> <p>Clear progression pathways to key stages 4 and 5 have been developed ensuring that all pupils have equal opportunities to access a balanced curriculum.</p>	1,2

their GCSE courses.		
Recruitment of additional staff in core subjects to ensure that class sizes are maintained at current levels.	Increased staffing in the core faculties will enable us to create teaching groups that are slightly smaller than average. This will allow teachers to plan to meet the needs of all individuals in the classroom.	2
CAT4 tests, New Group Reading Test (NGRT), Bedrock and Accelerated Reader used to track pupils' progress and direct targeted and evidence-based interventions.	Regular tracking an intervention with standardised assessments will enable leaders and faculty leaders to reduce the gap in PP and non PP performance academically and reduce the difference in reading ages Standardised tests will produce targets for year groups where there is no current accurate KS2 data. These tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support.	1,2
Lead for whole school literacy	Recruitment of a nominated lead for literacy, including a link to the senior leadership team to promote and drive whole school literacy initiatives. Evidences has shown that increasing pupils' ability to read and comprehend text leaves to greater academic achievement.	2

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

Budgeted cost: £ 76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of literacy and numeracy coaches	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) For all pupils, including our PP pupils, in need of extra support sessions to increase their literacy and numeracy scores. Pupils receive targeted literacy interventions.	3

Targeted pastoral support programmes	Attendance interventions to improve pupils percentage attendance to school. Rewards programmes to encourage to aim for 100% attendances throughout the academic year. In-house Wellbeing programmes Support challenging pupils (Reduce Hotspots/Time Out/Fixed Term Exclusions) Motivate disengaged pupils Improve individual social skills, self-esteem, confidence	2,3,6
Employment of mental health leads	In-house Wellbeing programmes Support challenging pupils (Reduce Hotspots/Time Out/Fixed Term Exclusions) Motivate disengaged pupils Improve individual social skills, self-esteem, confidence Social and Emotional Learning (EEF +4 months) Social and emotional learning Toolkit Strand Education Endowment Foundation EEF	3
Access to resources for lessons and at home	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.	4

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit 2 assistant heads of house to lead on attendance and punctuality across the school Regular meetings between HoH and assistance HoH to address attendance	Pupils need to be present at school and attending lessons to make the required progress. Attending school also provides opportunities for socialisation, enrichment activities and also supports mental health and wellbeing. School attendance guidance (publishing.service.gov.uk)	3

<p>and punctuality concerns.</p> <p>Attendance office employed to address pupils with lower attendance and those at risk of becoming persistently absent.</p>		
<p>Rewards to improve attendance and punctuality with increased parental engagement for pupil attendance and punctuality.</p>	<p>Pupils need to be present at school and attending lessons to make the required progress. Attending school also provides opportunities for socialisation, enrichment activities and also supports mental health and wellbeing.</p> <p>School attendance guidance (publishing.service.gov.uk)</p>	3
<p>Employment of impartial careers service to provide high quality to support to year 11 and 13 pupils as an initial priority and then those pupils in year 10 and year 12. Pupil premium students are given priority interviews at the early stages and careers lead engages heavily with those at risk of being NEET. These pupils are also assigned a staff mentor to support their applications to sixth form or college.</p>	<p>When pupils have greater knowledge of what is available to them in the area and also have secured multiple places for their future learning they are more likely to remain in education, employment and training.</p>	5

Total budgeted cost: £ 303,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment:

The attainment 8 scores of our non PP students is 59.0 with PP students attainment 8 score being 45.0. Results from our 2022 GCSE cohort shows the progress gap between our PP and non PP pupils to be 0.75. Our PP pupils' average progress 8 score is -0.05 and our non PP is 0.69. This will continue to be a target in our PP interventions from 2022-23 onwards. Of those individuals contributing to that P8 score our LAC children had the most significant impact with a P8 score of -0.85. These pupils will be a focus of our all internal talking children meetings and all faculty data review meetings.

60% of PP pupils achieved a grade 4 or above in English with 46% achieving a grade 5 or higher. 63% of PP pupils achieved a grade 4 or above in Mathematics with 43% achieving a grade 5 or higher.

Our particular focus for PP interventions will be in English Literature, Biology, MFL and Geography.

Use of Bedrock learning continued to support and raise our PP pupils chronological reading ages. In 2022-23 with the use of the New Group Reading Tests we will be able to focus our literacy interventions more sharply and address specific areas of concern for example reading comprehension.

All pupil premium pupils had access to an external, impartial careers advisory programme. Our Year 11 pupils have had access to a minimum of 1 careers intervention. All pupils secured a destination at level 3 in our 6th form, another local provider or an apprenticeship. In year 11 we had one student who became NEET but this was due to ongoing health condition.

Behaviour

Our average whole school behaviour for learning grade remained less than a 2 for the year 2021 – 2022 where 1 is outstanding behaviour for learning. Our behaviour lead and pastoral team continue to research bespoke early intervention strategies for our pupils who are most at risk of suspension. The employment of our SEMH leads in our

success centre has allowed us to deploy intervention programmes and offer in house counselling services.

Attendance

The overall percentage attendance for the school for the academic year 2021 to 2022 sites at 91.6% which is just above the national average of 91.5%. Our pupils who are identified as Ever 6 FSM had an average attendance of 88.1% compared to the national attendance of pupils identified as Ever 6 FMS at 86.9%. With the attendance drives planned for 2022 -2023 the gap between the attendance of our PP and non-PP pupils should continue to diminish.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider