

# Pupil premium strategy statement – Etone College

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	1167
Proportion (%) of pupil premium eligible pupils	35.5% (Years 7-11)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025 – 2026 2026 – 2027 2027 - 2028
Date this statement was published	31.12.2025
Date on which it will be reviewed	30.09.2026
Statement authorised by	I Smith
Pupil premium lead	D Clinton
Governor / Trustee lead	Sir Mark Aspinall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 308, 525

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ -
<b>Total budget for this academic year</b> <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>	£ 308, 525

## Part A: Pupil premium strategy plan

### Statement of intent

At Etone College, our core aim is “Progress for all”. We strive to ensure each pupil achieves regardless of background. We also want our pupils to become well-rounded and active citizens. Through our shared values that define an Etone Learner, we develop them into caring, courteous, supportive and trustworthy learners who have self-belief and integrity. We provide for their academic attainment and progress whilst supporting their attendance and their engagement in wider school life. We recognise that nationally disadvantaged pupils are the ones who are less likely to have achieved the expected standard at KS2 (In 2023, 22% fewer disadvantaged pupils achieved the expected standards in reading, writing and maths at the end of KS2 when compared to other pupils - 44% compared to 66% <https://www.suttontrust.com/wp-content/uploads/2024/02/Closing-the-attainmentgap.pdf>) which indicated that they are less likely to secure their projected outcomes and our intention is the use the Pupil Premium funding to ensure that our disadvantaged pupils achieve as highly as their non-disadvantaged peers (Nationally in 2023, 25.2% of disadvantaged pupils achieved grades of 5 or above in English and maths GCSEs (a strong pass). This is less than half of the proportion of non-disadvantaged pupils (52.4%) <https://www.suttontrust.com/wpcontent/uploads/2024/02/Closing-the-attainment-gap.pdf>). ‘Quality first teaching’ is the focus of our approach, and we intend that all of our pupils experience good teaching day in and day out, particularly those pupils who are disadvantaged. This approach has been proven to have the greatest impact on educational outcomes for all pupils, so we expect all pupils to make progress and for the gap between our disadvantaged and non-disadvantaged pupils to close. We also recognise that disadvantaged and high-attaining pupils are less likely to achieve the highest educational outcomes in their GCSEs than their non-disadvantaged peers who are also high attainers, if left unattended. It is imperative that, using our ‘quality first teaching’ approach, all pupils are sufficiently challenged in lessons and that any gaps in educational outcomes are recognised at the earliest opportunity, to ensure appropriate interventions are put in place and reduce differences in outcomes at Key Stage 4 and beyond.

Our strategy focuses on:

1. **High-quality teaching** as the most effective lever for improvement

Evidence: <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching>

2. **Literacy and numeracy** as foundations of curriculum access

Evidence:

- Literacy: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-secondary>
- Numeracy: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks2-3>

**3. Attendance, behaviour, and wellbeing**, recognising that learning cannot occur without readiness

Evidence:

- Attendance: <https://educationendowmentfoundation.org.uk/evidence-summaries/eef-guide-to-supporting-school-attendance>
- Behaviour: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>

**4. Targeted academic support** for pupils who need it most

Evidence: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

**5. Enrichment, aspiration and careers education**, ensuring all pupils have access to opportunities beyond the classroom

Evidence:

- Cultural capital: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>
- Careers (Gatsby Benchmarks): <https://www.goodcareerguidance.org.uk/>

Our strategy is **evidence-informed**, responsive, and rooted in diagnostic assessment, ensuring we meet all pupils' needs effectively.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Attainment gap
2	Attendance & Persistent Absence
3	Mental Health, Wellbeing & SEMH Needs
4	Numeracy Gap
5	Literacy Gap
6	Behaviour, Engagement & Regulation
7	Aspirations, NEET Risk & Parental Engagement
8	Access to Enrichment & Cultural Capital

## 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
<b>Attainment (English &amp; Maths)</b>	Gap between Pupil Premium and non- Pupil Premium to diminish at Grade 4+; increased strong passes (5+).
<b>Attendance</b>	Pupil Premium attendance in line with non- Pupil Premium; continue to reduce persistent absence so that it remains above National.
<b>Wellbeing &amp; SEMH</b>	Reduction in wellbeing-related absence; improved engagement in lessons and enrichment; positive pupil voice
<b>Numeracy</b>	Pupil Premium pupils secure foundational numeracy by end of KS3; improved maths outcomes in KS4 assessments.
<b>Reading Age</b>	By end of Y8, Pupil Premium pupils reach chronological reading age (or at least demonstrate accelerated progress).
<b>Behaviour</b>	Learning behaviour scores in line with non- Pupil Premium pupils.
<b>Aspirations &amp; NEET Prevention</b>	All Pupil Premium pupils access a structured aspirations programme. Zero Pupil Premium NEET.
<b>Enrichment</b>	Pupil Premium participation in co-curricular activities proportionate to cohort.

## 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: £ 141,479

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>HIGH-QUALITY TEACHING through Etone Expectations, learning principles and learning routines.</p> <p>Introduction of TLAC strategies to increase student engagement, offer clear</p>	<p>EEF Guide to Pupil Premium: High-quality teaching</p> <p>Rosenshine's Principles of Instruction: <a href="https://www.aft.org/ae/spring2012/rosenshine">https://www.aft.org/ae/spring2012/rosenshine</a></p> <p><a href="#">Pupil Premium Interventions - Teacher Toolkit</a></p> <p><a href="#">10 tips for effective use of pupil premium to support more able disadvantaged learners - NACE</a></p> <p>I. Show me:</p> <p><b>I. Formative Assessment (Black &amp; Wiliam; EEF)</b></p> <ul style="list-style-type: none"><li>Black &amp; Wiliam, <i>Inside the Black Box</i> – formative assessment improves learning: <a href="https://www.researchgate.net/publication/230871742_Inside_the_Black_Box">https://www.researchgate.net/publication/230871742_Inside_the_Black_Box</a></li><li>Wiliam, <i>Embedded Formative Assessment</i> (overview of effective checks for understanding): <a href="https://www.dylanwiliam.org/Dylan_Wiliams_website/Publications.html">https://www.dylanwiliam.org/Dylan_Wiliams_website/Publications.html</a></li></ul>	I	£1300.28 (resourcing)

<p>formative assessment and to challenge pupils cognitively in lesson.</p>	<ul style="list-style-type: none"> <li>EEF Teaching &amp; Learning Toolkit – Feedback (+6 months):  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></li> <li>EEF Guidance: Teacher Feedback to Improve Pupil Learning:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></li> </ul> <p><b>2. Rosenshine's Principles of Instruction</b></p> <ul style="list-style-type: none"> <li>Rosenshine (2012), <i>Principles of Instruction</i>:  <a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a></li> </ul> <p><b>3. Cognitive Load Theory</b></p> <ul style="list-style-type: none"> <li>Sweller, Ayres &amp; Kalyuga (2011), <i>Cognitive Load Theory</i>:  <a href="https://doi.org/10.1007/978-1-4419-8126-4">https://doi.org/10.1007/978-1-4419-8126-4</a></li> </ul> <p><b>4. Ofsted Research Review Expectations</b></p> <ul style="list-style-type: none"> <li>Ofsted Research Reviews (Teaching quality, checking understanding):  <a href="https://www.gov.uk/government/collections/research-reviews-series">https://www.gov.uk/government/collections/research-reviews-series</a></li> <li>Ofsted School Inspection Handbook (checking understanding, responsive teaching):  <a href="https://www.gov.uk/government/publications/school-inspection-handbook-eif">https://www.gov.uk/government/publications/school-inspection-handbook-eif</a></li> </ul> <p>Turn and Talk:</p> <p><b>1. Oracy Research (Mercer, Alexander)</b></p> <ul style="list-style-type: none"> <li>Mercer, <i>The Guided Construction of Knowledge</i>:  <a href="https://doi.org/10.1075/swll.8.07mer">https://doi.org/10.1075/swll.8.07mer</a></li> <li>Oracy Cambridge – research summaries on exploratory talk:  <a href="https://oracycambridge.org/research/">https://oracycambridge.org/research/</a></li> <li>Alexander (Dialogic Teaching):  <a href="https://robinalexander.org.uk/dialogic-teaching/">https://robinalexander.org.uk/dialogic-teaching/</a></li> </ul> <p><b>2. Rosenshine – Guided Practice &amp; Student Talk</b></p> <ul style="list-style-type: none"> <li>Rosenshine (2012), <i>Principles of Instruction</i>:  <a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a></li> </ul> <p><b>3. EEF – Collaborative Learning (+5 months)</b></p>		
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	<ul style="list-style-type: none"> <li>EEF Teaching &amp; Learning Toolkit, Collaborative Learning: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning</a></li> <li>EEF Guidance on Effective Group Work: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-group">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-group</a></li> </ul> <p><b>4. Retrieval Practice &amp; Cognitive Science</b></p> <ul style="list-style-type: none"> <li>Agarwal &amp; Bain, <i>Powerful Teaching – Retrieval Practice</i>: <a href="https://www.retrievalpractice.org/research">https://www.retrievalpractice.org/research</a></li> <li>McDaniel &amp; Einstein (Elaboration &amp; retrieval research): <a href="https://www.psychologicalscience.org/news/releases/retrieval-practice-enhances-learning.html">https://www.psychologicalscience.org/news/releases/retrieval-practice-enhances-learning.html</a></li> </ul> <p><b>5. Ofsted Research Reviews</b></p> <ul style="list-style-type: none"> <li>Repeat emphasis on subject-specific vocabulary, articulation and explanation: <a href="https://www.gov.uk/government/collections/research-reviews-series">https://www.gov.uk/government/collections/research-reviews-series</a></li> </ul> <p>Stretch It</p> <p><b>1. Rosenshine – Sequencing Questions &amp; Deepening Thinking</b></p> <ul style="list-style-type: none"> <li>Rosenshine (2012), <i>Principles of Instruction</i>: <a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a></li> </ul> <p><b>2. EEF – Metacognition &amp; Self-Regulated Learning (+7 months)</b></p> <ul style="list-style-type: none"> <li>EEF Guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></li> <li>EEF Toolkit – Metacognition: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></li> </ul> <p><b>3. Elaboration Effect – Cognitive Psychology</b></p> <ul style="list-style-type: none"> <li>Pressley et al., elaborative interrogation studies: <a href="https://doi.org/10.1037/0022-0663.83.2.204">https://doi.org/10.1037/0022-0663.83.2.204</a></li> </ul>	
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	<ul style="list-style-type: none"> <li>McDaniel &amp; Donnelly, elaboration improving recall: <a href="https://doi.org/10.1037/0278-7393.18.3.615">https://doi.org/10.1037/0278-7393.18.3.615</a></li> </ul> <p><b>4. Hattie – Visible Learning Factors for Depth</b></p> <ul style="list-style-type: none"> <li>Hattie's meta-analysis (teacher clarity, challenge, questioning): <a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a></li> <li>Visible Learning “deeper learning cycles”: <a href="https://visible-learning.org">https://visible-learning.org</a></li> </ul> <p><b>5. Ofsted (2025 Framework) – Depth Before Acceleration</b></p> <ul style="list-style-type: none"> <li>Ofsted School Inspection Handbook <a href="https://www.gov.uk/government/publications/school-inspection-handbook-eif">https://www.gov.uk/government/publications/school-inspection-handbook-eif</a></li> <li>Ofsted Evaluation Areas (depth of curriculum, securing understanding): <a href="https://www.gov.uk/government/publications/school-inspection-operating-manual">https://www.gov.uk/government/publications/school-inspection-operating-manual</a></li> </ul>		
Framework of CPD to raise and sustain the quality of teaching across the school.	<p>Effective teaching and learning will ensure that all pupils, including those that are Pupil Premium, make the required progress or greater.</p> <p>Supporting evidence:</p> <ol style="list-style-type: none"> <li>Effective professional development: Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</li> <li>Feedback: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></li> <li>Metacognition and self-regulation: Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</li> <li>Improving literacy: Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</li> </ol>	I	£1500 for resourcing
Bespoke support for ECT, RQT and newly inducted staff.	<p>Effective professional development: Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</p> <p>All 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>	I	£1500 for resourcing

	Our recently qualified teachers also have a school-based mentor who helps them to guide their career progression and further develop their classroom practices.		
Implementation of the EEF learning behaviours which is woven throughout the our CPD programme	<p>EEF learning behaviours guidance reports are integrated into our 2025-2026 CPD programme. These are delivered by the leads in those areas</p> <ol style="list-style-type: none"> <li>1. Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</li> <li>2. Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</li> <li>3. Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</li> </ol>	I	£500 resourcing and training
Recruitment of additional staff in core subjects to ensure that class sizes are maintained at current levels.	<p>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.</p> <p><a href="#">School Funding and Pupil Premium 2025 - The Sutton Trust</a></p>	I,8	£94,620*
CAT4 tests, New Group Reading Test (NGRT) and PASS assessment	<p>Regular tracking an intervention with standardised assessments will enable leaders and faculty leaders to reduce the gap in Pupil Premium and non Pupil Premium performance academically and reduce the difference in reading ages</p> <p>Standardised tests will produce targets for pupils where there is no current accurate KS2 data.</p> <p>These tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support.</p>	I,3,4,5	£2500
Pupil Premium Lead in school	<p>A member of the leadership team with responsibility for designing and implementing the strategy to narrow the attainment gap and ensure equity of opportunity at Etone College.</p> <p><a href="https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf">https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf</a></p>	I, 2, 3, 4, 5, 6, 7, 8	£39,558.72 *

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

Budgeted cost: £ 28, 571

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Curriculum transition and summer transition	<p>Etone College offers an array of curriculum transition opportunities with our local feeder schools in mathematics, English, MFL, science and P.E.</p> <p>These give the pupils who will attend Etone an opportunity to experience our school, meet key staff and reduce their anxiety about moving from Year 6 to Year 7.</p> <p>These opportunities begin in Year 5 and are well received by our feeder schools and have become a staple in our curriculum offer.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-school-transitions-reflecting-on-culture-curriculum-and-connections">https://educationendowmentfoundation.org.uk/news/eef-blog-school-transitions-reflecting-on-culture-curriculum-and-connections</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Transition_tool.pdf?v=1717148065">https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Transition_tool.pdf?v=1717148065</a></p>	3, 7, 8	£5500
Literacy interventions: Reading buddies Fresh start Lexonik Use of NGRT	<p>Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</p> <p>For all pupils, including our Pupil Premium pupils, in need of extra support sessions to increase their literacy and numeracy scores. Pupils receive targeted literacy interventions under the guidance of the nominated literacy lead.</p> <p>In English lessons pupils will be given access to accelerated reader and Bedrock learning. These two programmes will be used to increase pupils' reading and spelling ages and increase their vocabularies.</p>	4	£7,660

	Purchasing of Sora library access to ensure that all pupils can access a wide variety of literature with ease to read for pleasure and for study.		£1500
Numeracy and Literacy interventions: Numeracy buddies 6 <sup>th</sup> form support sessions and subject ambassadors	Our Sixth Form subject ambassadors support our Key stage 3 pupils in our Numeracy support sessions to aim to close the gaps in the fundamental skills required for KS3 and GCSE mathematics. Our sixth formers will also be running small intervention group sessions led by mathematics teachers and our high performing mathematics pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	5	£3770
Targeted intervention sessions for all examination group pupils, before and after school.	<u>Extending school time   EEF</u> Research suggests that structured extended time in school increases academic performance and that attendance to enrichment programmes is associated with progression to higher education and being in employment.	1,7,8	
Opportunities with EEE to engage with academics in their fields and enrich	Our school's Etone Exceeding Excellence programme enriches pupils experiences at Etone and offers them a great insight into further education and the careers and progression paths that can be available to them.		

wider knowledge.			
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. Evidence has shown that increasing pupils' ability to read and comprehend text leaves to greater academic achievement. <a href="https://theeducationhub.org.nz/wp-content/uploads/2021/07/Literacy-Why-it-matters-1.pdf">https://theeducationhub.org.nz/wp-content/uploads/2021/07/Literacy-Why-it-matters-1.pdf</a>	5	£3391*
Employment of impartial careers service to provide high quality support to pupils.	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.  As an initial priority Year 11 and Year 13 are targeted. Followed by 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. We have also planned for early targeting of Year 10 Pupil Premium pupils in autumn term.	7	£6750 for careers service

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

Budgeted cost: £ 138, 745

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost

<p>Recruit 4 assistant heads of house to lead on attendance and punctuality across the school</p> <p>Regular meetings between HoH and assistance HoH to address attendance and punctuality concerns.</p> <p>Attendance officer employed to address pupils with lower attendance and those at risk of becoming persistently absent.</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> <p>DfE Attendance Research</p> <p><a href="#">EEF Attendance Report</a></p>	2	£42,504*
<p>Targeted pastoral support programmes and</p> <p>Employment of mental health leads</p>	<p>Attendance interventions to improve pupils percentage attendance to school.</p> <p>Rewards programmes to encourage to aim for 100% attendances throughout the academic year.</p> <p>In-house Wellbeing programme</p> <p>Support pupils to reduce time out or suspensions</p> <p>Motivate disengaged pupils</p> <p>Improve individual social skills, self-esteem, confidence</p> <p>In house mentoring of pupils – specific targeting of Pupil Premium pupils.</p> <p>EEF Social &amp; Emotional Learning (+4 months): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	2,3	£54,711*
<p>Rewards to improve attendance and punctuality with increased parental</p>	<p>Pupils need to be present at school and attending lessons to make the required progress. Attending school also provides</p>	2,8	£2000

engagement for pupil attendance and punctuality.	opportunities for socialisation, enrichment activities which also supports mental health and wellbeing. School attendance guidance (publishing.service.gov.uk)		
Travel support for pupils who live far from school to ensure that they arrive promptly for learning.	Pupils who have barriers to attendance need those removed. Support with attendance to school via public transport will allow these pupils to attend and be more successful	8	£2000
Subsidies for trips and educational visits to ensure equity of opportunity for Pupil Premium pupils.	All trips will follow the Matrix Academy Trust funding model for our PP pupils to ensure that the financial barrier is reduced significantly or removed for those related to the curriculum	2, 6, 8	£19,030
Resourcing for pupils: Revision Guides Scientific Calculators Stationery Discretionary Uniform support Scholastic Book Fair and Book Buzz books Extracurricular support and CCF support.	Use of pupil premium funding to remove barriers to learning in lessons. Providing equipment and revision guides ensures that pupil premium pupils are prepared for their learning and can prepare for their examinations.  All Pupil Premium pupils will be given the opportunity to have a new book from the Scholastic Book Fair and from Book Buzz	1, 2, 4, 5	£18,500

**Total budgeted cost: £ 308, 525**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Attainment:

In the academic year 2024 – 2025 our pupils had an A8 score of 47.2 versus the national score of 45.9. Our disadvantaged pupils' A8 score was 39.2 versus the national score of 34.9 with Etone remaining higher than the national score for the last 3 years for our disadvantaged pupils.

When compared to other Warwickshire schools, Etone ranks 6<sup>th</sup> in performance for A8 at 39.2. This compares to the Warwickshire average A8 of 34.6. <https://www.compare-school-performance.service.gov.uk/>

43.9% of our disadvantaged pupils achieved a grade 4 or higher in both English and Maths. This is slightly greater than the national proportion of 43.5%.

Our disadvantaged pupils A8 score for English is 8.1 versus the national of 7.8 for disadvantaged pupils. The gap between our disadvantaged and non-disadvantaged pupils in English is 1.6 and is a target for our 2025 – 2028 pupil premium strategy. 45.6% of our disadvantaged pupils achieved a grade 5 or higher in English versus the national figure for disadvantaged at 41.2%.

Our disadvantaged pupils A8 score for Mathematics is 7.5 versus the national of 6.9 for disadvantaged pupils. There remains a gap between our DISADVANTAGED and non-DISADVANTAGED pupils in Mathematics and this is a target for our 2025 – 2028 pupil premium strategy. 35.1% of our disadvantaged pupils achieved a grade 5 or higher in Mathematics versus the national figure for disadvantaged at 30.7%.

Our disadvantaged pupils EBacc A8 is 11.5 significantly above the national of 9.9. Our open A8 for disadvantaged pupils is 12.0 versus national of 10.3 which puts us significantly above national.

Our particular focus for PP interventions will be in English, Mathematics, Science and MFL.

In 2023-24 the use of the New Group Reading Tests has allowed for targeted literacy interventions that more sharply addressed specific areas of concern for example reading comprehension. The use of Lexonik, Bedrock learning and accelerated reader allowed our pupils to reach the same

literacy levels as their peers. The introduction of Fresh Start for 2024 – 2025 and our comprehensive reading suite throughout the curriculum including Form Time Readers, Reading Protocols and Curriculum Comprehension strategies will help raise the literacy levels of all pupils.

### **Careers:**

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 6<sup>th</sup> form, another local provider or an apprenticeship.

For the academic year 24-25 there was one pupil from our year 11 cohort identified as not in education, employment and training. That pupil was a pupil premium pupil.

To mitigate this in 2025 – 2026 all PP pupils will access their careers interviews as a priority. Pupils in Year 11 will be targeted by the careers lead so that they receive interview slots early, those who require it and may be at risk of becoming NEET will be given bespoke interviews with the local college to ensure that they have a back up placement for the next stage of their learning.

### **Behaviour**

Carrying on from 23/24 were 11.07% of FSM6 pupils had 1 or more suspension, significantly below the national figure of 16.57%. In 24/25 56% of our suspensions were PP pupils showing that this demographic is a disproportionate contribution to our suspension. When these figures are analysed deeper there are a small number of repeat offenders that contribute the figures.

The implementation of clear pastoral structures and mentoring will be used to target pupils who are at risk of suspension in order to avoid such an outcome. The introduction of the TIGERS programme will see pupils receive specific targeted mentoring and support to allow these pupils to become effective learners and to raise their aspirations and their self-belief.

### **Attendance**

In 2024 - 2025 the national attendance figures for state-funded secondary schools was 91.9% with the school at 92.1% (increased from 23/24). Nationally pupils recognised as FSM6 had a national attendance of 87.3% whilst Etone College's FSM6 pupils were 88.9% and an improvement on

23/24. The use of rewards throughout the year 2024 – 2025 has seen a positive impact on the school's attendance figures. Attendance for our FSM pupils has remained above national figures for the academic year.

There are further attendance drives planned for the academic year 2025 – 2026 such as the 12 Days of Attendance competition in the run up to the Christmas break and Eggcellent Attendance at Easter. Our Assistant Heads of House will also be running programmes to encourage more pupils to attend and mentor those at risk of persistent absence. A series of reward trips were for pupils with sustained strong attendance to school and for marked improvement in attendance.

### **Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
Lexonik	<a href="https://lexonic.org/">https://lexonic.org/</a>
NGRT – New Group Reading Test	<a href="https://www.gl-assessment.co.uk/assessments/new-group-reading-test/">https://www.gl-assessment.co.uk/assessments/new-group-reading-test/</a>
PASS Assessment – Pupil Attitude to Self and School	<a href="https://www.gl-assessment.co.uk/products/pass/">https://www.gl-assessment.co.uk/products/pass/</a>
Bedrock Learning	<a href="https://bedrocklearning.org/">https://bedrocklearning.org/</a>
Accelerated Reader	<a href="https://www.renaissance.com/products/practice-instruction/accelerated-reader/">https://www.renaissance.com/products/practice-instruction/accelerated-reader/</a>