



# Eton Wick C of E First School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) for the 2022 to 2023 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	Eton Wick C of E First School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	21.3%
Academic year that our current pupil premium strategy plan covers	2022 – 2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	K. Waller
Pupil premium lead	K.Waller
Governor lead	Denise Whalley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,865 including Service PP
Recovery premium funding allocation this academic year	£1458
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,323

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent for the disadvantaged children at Eton Wick C of E First School is deeply rooted within our Christian Vision:

**'We are all growing, developing and learning; achieving success in a caring community. A farmer went out to sow his seed... as he was scattering, seed fell on good soil...'**

*Taken from St Matthew's Gospel, chapter 13: The Parable of the Sower (NIV)*

Our intention at Eton Wick is that all pupils, irrespective of their socioeconomic background or the challenges they face, make good progress and have access to the same opportunities as all of their peers

The focus of our pupil premium strategy is to support disadvantaged pupils whose lives are often more complex and challenging than those of their peers especially the most vulnerable pupils. The aim is to level the playing field by providing opportunities that help close the gaps in learning that may have developed, especially during Covid-19. At the heart of this work is a drive to provide excellent staff who can support these pupils both educationally, socially and emotionally so that their time in school can be as impactful as possible. Although specifically focused on supporting our disadvantaged learners, quality first teaching is at the heart of our approach for all our learners.

Our approach will be responsive to common challenges and individual needs. To ensure they are effective we will:

- ensure disadvantaged pupils are supported and challenged in the work that they're set
- address mental health and wellbeing
- teach a growth mindset approach
- use monitoring and regular progress meetings to ascertain, and action, the current gaps, issues and barriers for learning
- act early to intervene at the point where need is identified
- ensure disadvantaged pupils have access to interventions and enrichment activities and enhance their cultural capital and narrow the attainment gap

This will enable our disadvantaged children to fulfil their potential both within school and throughout their lives.

## Challenges

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

Challenge number	Detail of challenge
1	External factors: <ul style="list-style-type: none"><li>a) Poor levels of attendance for some children</li><li>b) Low self-esteem</li><li>c) Financial hardship</li><li>d) Relative to their peers, children under the remit of Pupil Premium have limited life experiences</li><li>e) Access to resources; lack of quality reading material at home i.e. reading for pleasure.</li></ul>

2	<p>Internal factors:</p> <ul style="list-style-type: none"> <li>a) Lack of resilience</li> <li>b) Poor memory and recall</li> <li>c) Oracy/articulation</li> <li>d) Specific difficulties in maths, especially, fluency</li> <li>e) Specific difficulties in reading fluency and phonics</li> <li>f) Low writing attainment</li> </ul>
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## 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
Disadvantaged children access a wide range of school opportunities	Uptake of clubs Use of drop off club Attendance at school visits
Children in Reception and Year 2 are working at the expected level in end of Key Stage assessments.  A clear programme of interventions and support in place	All PP children to make at least good progress from their starting points.  Interventions and support within class are in place. Evidence of accelerated progress from starting points
Children have positive attitudes towards learning and school	Feedback in pupil surveys are positive in lessons, pupils are proactive and resilient, showing pride in their achievements
Attendance for Pupil Premium children is in line with the school target of 97%	100% of PP children achieve 97% attendance or better. <i>(This will be dependent on levels of other forms of illness, following the pandemic, within the school community).</i>
Children show accelerated progress in reading, writing and maths	Interventions and support within class are in place. Evidence of accelerated progress from starting points in our assessment system and in summative assessments. Additional out of class interventions End of year teacher assessments are at least in line with 2021-2022 assessments.

## 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: £2,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mastering number initiative for Early Years and KS1 to increase fluency in number BBO Maths Hub for 2022/2023</p> <p>Workgroup: 3x teachers plus release time 1 x teachers: 4x days CPD</p>	<p>EEF research (2011) shows maths mastery delivers an improvement in student outcomes. Children can represent concepts or skills in different ways and are independently able to apply the concept to new problems in unfamiliar situations. Mastery follows the East Asian method of teaching maths (Singapore and Shanghai) which produces excellent attainment in maths.</p> <p>EEF Evidence &amp; recommendations for improving maths at KS2: This report recommends using manipulatives and teaching specific strategies to improve maths outcomes. Children will continue to use this method throughout the school with the addition of 10 minutes extra daily to 'master number'</p>	2a, 2b, 2c, 2d, 1b
<p><i>Ambitious about Inclusion: release time for staff</i></p>	<p>All teachers and teaching assistants to undertake 'Ambitious about Inclusion' CPD, Funded by DfE. The online modules address some of the most common SEND training needs across the education sector. They aim to develop a whole school approach to inclusion and include differentiated learning for all workforce roles.</p>	2a
<p>Speech and language support</p>	<p>Time for staff to deliver specific plans to children, and attend training throughout the year.</p>	2c

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

Budgeted cost: £20,100

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

Specific intervention and support for key children.	<a href="https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf</a>	1b, 2a, 2b, 2d, 2e, 2f
Class interventions undertaken by TA and planned by Teacher	These interventions form part of the class provision and are mapped each term through class profiles. Teachers respond to the needs of individuals through setting their own interventions and catch-up sessions within the school day. This may take the form of individual or small group work, and could form part of a specific IEP, if needed <a href="https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf</a>	1b, 2a, 2b, 2d, 2e, 2f
Individual interventions across the year, delivered by a teacher	Teacher tutoring and additional interventions, three afternoons a week, focussing on reading and writing, specifically in KS1. Interventions may change dependent on pupil progress. <a href="https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf</a>	1b, 2a, 2b, 2d, 2e, 2f

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

Budgeted cost: £5400

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO	Where an attendance focus needs to be in place for key children, an EWO will meet with school half termly to monitor attendance and assist with any additional measures. The EWO to be an additional supportive role for families. EWO to attend key meetings as necessary. As a result of this, attendance for key pupils will have improved, and be closer to national statistics than previously. Improved attendance will support daily learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a> <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	1a,
Emotional Literacy Support Assistant (ELSA)	It is not possible to raise attainment and progress for pupils who have barriers to their learning. Removing these barriers will ensure that children are ready and able to learn. Therefore, to improve resilience, small group support through targeted ELSA sessions will be delivered. ELSA sessions will be reviewed every 6 weeks and changed/adapted as needed. Impact will be measured through pre and post questionnaires. Further advice to be sought from Early Help if there is little or no improvement in emotional wellbeing. Individual pupil behaviour incidents to diminish leading to children who are	1b, 2a

	<p>happy, confident and resilient who feel supported and able to thrive in their learning environment, achieving and learning with a growth mindset through each other.</p> <p><a href="https://www.elsanetwork.org/elsa-network/other-research/">https://www.elsanetwork.org/elsa-network/other-research/</a></p>	
Educational Enrichment	<p>Children learn and take on information in a range of ways; research shows that educational visits engage, encourage and support children in their learning. Our curriculum is broad and offers children opportunities within different topic strands to take part in a range of enrichment opportunities both internally and externally. As part of our drive to diminish differences, all children will have the same opportunities as their peers to take part in educational visits. Children will be happy, confident in sharing these experiences and want to come to school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	1c, 1d,
Extra-Curricular:	All pupils to be given the opportunity to sign up for an extra – curricular club during the year. All PP children in KS2 to take part, at least once, in an inter – school sport competition during the year.	1b, 1c, 1d
Drop Off Club	Opportunities for children to start the day early, enabling them to have ‘settling in time’ before the day begins.	1b, 1c, 1d

**Total budgeted cost: £28,200**

## 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 2021 to 2022 academic year.

**Teaching:** The SENDO achieved the NASENCO award. Development of expertise in identifying and supporting SEN children within the school. The SENCO will then cascade knowledge to teachers and teaching assistants so that this has a positive impact on all children, including disadvantaged children. This strengthens our ability to identify and screen for specific learning difficulties in underachieving and disadvantaged children. It is recognised that many disadvantaged children have other challenges to achievement, such as undiagnosed SEN – the sooner these are identified, the better able we are to support children both within school.

All staff attended Embedding mastery, further enabling staff to deliver high quality mathematics in class. Children are increasingly able to apply their knowledge of different concepts to new problems and reasoning.

**Targeted academic support:** A Teaching Assistant was employed to deliver specific reading and writing interventions, in conjunction with the class teacher. This enabled the children who most needed it to have additional interventions 3 times weekly to build up their knowledge and retention skills.

#### Reception:

GLD: 51%  
Reading: 61%  
Writing: 51%  
Maths: 78%

#### Year 1:

Phonics screening: 82% passed (11 children)  
Reading: 66%  
Writing: 42%  
Maths: 58%

#### Year 2:

Reading: 66%\*  
Writing: 41%\*  
Maths: 59%\*

*\*In reading and writing, 100% of children made at least good or better progress from their starting point  
In maths, 92% of children made good or better progress from their starting point*

#### Wider strategies:

*ELSA/EWO/Drop off/after school club*

**Review:** A large group of children had a programme of ELSA at different times throughout the year. The surveys at the end of the block of sessions showed that 100% of children felt better about their need/situation, and felt that the support helped them

All children with PP, and others, received individual transition booklets, and additional sessions with their new teacher/classroom or school, enabling a smooth transition into the next year group, with limited anxiety. Transitions meant that children settled quickly in September 2022.

All PP pupils took part in at least one extra-curricular club over the year.