

Pupil premium strategy statement – Mrs Ethelston’s CofE Primary Academy

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	194
Proportion (%) of pupil premium eligible pupils	9.27%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Katy Allington
Pupil premium lead	Katy Allington & Nicole Smith
Governor / Trustee lead	Dr Carolyn Bromfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,772
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£26,772

Part A: Pupil premium strategy plan

Statement of intent

At Mrs Ethelston's C of E Primary School, we provide a high quality of education for all of our pupils regardless of ability or background. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant.

With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in both the core areas of Mathematics and English, as well as in other areas of their education.

We also acknowledge that there are non-academic challenges that our pupils face that can negatively affect their education and impact their access to learning, for example: attendance, wellbeing, mental health and safeguarding concerns. We aim to support our pupils in these areas by drawing on the funding of staff, enrichment and resources.

The school has selected to target academic support and emotional support as well as other tangible and practical measures such as school uniform, access to clubs and support with educational trips. Every area of expenditure has been rationalised in terms of the impact that the grant will have on improving the educational outcomes of the children in our care. The school will measure the impact of any intervention by seeing how closely matched eventual end of the year outcomes are to the intended outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Socio-economic background. Social and economic inequalities have important and long-lasting effects on children's cognitive and socio-emotional development as well as on educational outcomes. Our aim is to close the gap in attainment between advantaged and disadvantaged children. We aim to ensure that in reading, writing and maths, our disadvantaged children close the gap and do as well in their attainment and progress at the end of EYFS, KS1 and KS2 as their non-disadvantaged peers, in school and nationally.
2	Social, Emotional and Mental Health At Mrs Ethelston's, we recognise that many of our pupils need support to manage their emotions and develop in this area due to a range of factors.
3	Parental engagement and home learning

	From discussions with parents, carers and pupils alongside school data, it is indicated that some of our learners find home learning more difficult to access, and that some of our parents and carers do not feel as confident, or able in supporting at home. This can mean, for some of our learners, that academic gaps are widening as a result.
4	<p>Speech and Language</p> <p>Assessments and observations have highlighted vocabulary gaps for many of our disadvantaged children. This is seen throughout Reception, KS1 and KS2. We aim to close these gaps with precision teaching and focused intervention following on from our routine screening in EYFS, Year 3 and again in Year 5. There is evidence that children who are not achieving as expected in S&L find it hard to engage in other aspects of their education and we aim to close this gap as soon as possible as they enter their formal education.</p>
5	<p>Phonics and Reading</p> <p>Assessments and observations have highlighted gaps in phonics knowledge and attainment in reading for many of our disadvantaged children. Our aim is to ensure that disadvantaged children attain as well as their peers in phonics and reading. Where children have less access to reading materials and opportunities at home to read, we enhance their provision in school to allow for growth in reading skills and influence reading for pleasure.</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
To be proactive in identifying speech & language difficulties and implementing relevant support required.	Children will present with fewer speech & language difficulties. Referrals to SALT will decrease. Academic outcomes will improve.
For vocabulary gaps to be filled for children from a disadvantaged background	Children will leave primary education with a greater word hoard taken from Tier 2 and Tier 3 word lists and make good progress in all areas of the school curriculum.
Children will make progress in their reading and will enjoy reading for pleasure.	Achieve national average progress scores and ARE expectations in KS1 & KS2 reading.
Gaps will be identified and closed through high quality teaching.	Disadvantaged children make extended progress to that of their non-disadvantaged peers and attainment gaps start to close.
Children will have a trusted adult(s) that they can seek advice and support from.	Children will feel safe knowing that they have an adult they can discuss worries

They will also be supported to work through social and emotional difficulties.	and fears with. As a result, behaviour will be positively impacted.
Parents will engage more with school staff which will have a positive impact upon pupil progress and attainment.	Parents will feel more confident in supporting their children at home and, as a result, progress and attainment data will improve for disadvantaged pupils.

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: £3,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA Development: Ongoing TAs will be trained to undertake speech & language assessments and to deliver required intervention.</p> <p>TAs will work in conjunction with the class teacher to explicitly teach key vocabulary.</p> <p>TAs will support children to read and will deliver additional 1:1 reading sessions.</p> <p>TAs work will compliment that of the class teacher. Children will be supported to become independent through scaffolding.</p> <p>Regular communication with the class teacher/TA takes place to ensure that misconceptions are relayed.</p> <p>TAs are trained to undertake their role effectively in order to maximise impact.</p> <p>The Senior Teacher has regular meetings with TAs</p>	<p>EEF research shows that when TAs are deployed and developed effectively then the impact upon pupil progress is positive.</p>	<p>1,3,4,5</p>

to roll out training, address any issues, discuss the week ahead, review provision and complete further RWI coaching.		
Vocabulary Explicitly plan in opportunities to teach Tier 2 and Tier 3 words. Through improving vocabulary, children will be able to access and enjoy reading texts. Disadvantaged children's reading attainment will be in line with that of their non-disadvantaged peers.	Research has shown that children from disadvantaged backgrounds leave school with a lower word hoard than that of their non-disadvantaged peers. Work undertaken by The Sutton Trust would also concur with this viewpoint.	1,4,5
Metacognition & Self regulation Children will be supported to meet ARE through 'mastery teaching and learning'. When combining metacognition with high quality teaching, attainment levels for disadvantaged pupils should rise. As part of Metacognition implementations, teaching staff focus on effective feedback using EEF evidence based practice.	The EEF research states that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making additional progress (+ 7 months). The EEF states that providing feedback has a high impact (+6 months) on learning outcomes	1,2,4,5

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

Budgeted cost: £19,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech & Language Intervention Children are screened upon entry to reception for speech & language difficulties and support is implemented as appropriate. Children are then re-screened upon entry to KS2 for language difficulty and intervention implemented and this is followed up in Year 5 also.	Research has shown that there are strong links between speech and language difficulties and socio-economic disadvantage. This is also evidenced through our own in-house assessment model which has highlighted that disadvantaged children present with more speech and language difficulties than their non disadvantaged peers.	4

<p>This model has allowed early identification of speech & language difficulties and has reduced the need for referral to Speech & Language Therapy as intervention has been implemented early on.</p>		
<p>Lexia Lexia Core5 is a blended literacy programme focussing on</p> <ul style="list-style-type: none"> • Phonological awareness • Phonics • Fluency • Vocabulary • Comprehension <p>There is also a dedicated strand for spelling, punctuation & grammar. IT infrastructure is in place to be able to deliver Lexia in every class. Lexia Co-ordinator appointed to monitor programme results and pupil usage.</p>	<p>EEF evaluation shows a positive impact upon reading (+2 months).</p>	<p>1,5</p>
<p>RWI Training to continue to be provided by School Lead. Resources and Core Story Books to be used and a comprehensive programme continues to be in place. School Lead to oversee implementation of the programme and monitor for effectiveness. Daily Fast Track tutoring in place to support lowest readers to keep up rather than have to catch up. Developing RWI approach to handwriting to support links between reading, writing, spelling and presentation/pride in work</p>	<p>EEF independent evaluators found that children in schools who were offered Read Write Inc. Phonics made, on average, one month's additional progress in reading compared with those in the control group</p>	<p>5</p>
<p>Specific, targeted 1:1 interventions or small group work Learning in specific, targeted 1:1 interventions and small groups must be carefully linked with classroom teaching. The most effective small group tuition happens</p>	<p>EEF evidence shows that 1:1 interventions and small group work improves progress (+4 months)</p>	<p>1,2</p>

when the session is targeted at specific needs. TAs are trained to deliver specific interventions e.g. speech and language, time to talk and funfit.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,748

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health and Mentoring Relational Support Plans are used to support management of dysregulation in key pupils and are reviewed regularly with key adults involved. Boxall Online assessments to be used to identify and review Social, Emotional and Behavioural difficulties in children and to update Relational Support Plans	EEF research (+2 months) Our own in-house assessments show that children perform better when they have good mental health. The Department for Education has worked with the Department of Health and Social Care, Health Education England, Public Health England and NHS England and Improvement and an expert advisory group to develop the Wellbeing for Education Return programme. The school has appointed a Senior Mental Health lead.	1,2
Relationships – Parental Engagement Staff communicate effectively with parents during consultations and throughout the year Communication via Tapestry for EYFS parents Communication via Google Classroom, ParentPay and Tapestry	EEF evidence shows that parental engagement has a positive impact upon disadvantaged pupil progress and attainment – EEF Teaching & Learning Toolkit (+4 months)	3
Welfare Fund Disadvantaged children are assessed on a case by case basis according to need by the Head of School to allocate provision. E.g. access to clubs, attend school in correct uniform and participate in school trips and events.	Our own experience shows that disadvantaged pupils benefit greatly when they are able to access extra-curricular activities.	2

Total budgeted cost: £26,772

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-2024 Data

EYFS – 50% of PPG pupils achieved GLD (1 out of 2 pupils)

KS1 – phonics – 91.67% of PPG pupils passed the phonics screening

Y2 phonics resit – 100% of PPG pupils passed the phonics screening

Y4 MTC – 16 score average for PPG pupils

Y6 – KS2 Reading – 60% of PPG pupils achieved the expected standard

Y6 – KS2 Writing – 50% of PPG pupils achieved the expected standard

Y6 – KS2 Maths - 0% of PPG pupils achieved the expected standard

Behaviour – there were no PPG children who were suspended/excluded

Attendance – PPG pupils' attendance was 94.6%

Intended outcome	Outcome
To be proactive in identifying speech & language difficulties and implementing relevant support required.	Children presented with fewer speech & language difficulties. Referrals to SALT decreased.
For vocabulary gaps to be filled for disadvantaged children.	Children left primary education with a greater word hoard taken from Tier 2 and Tier 3 word lists.
Children will make progress in their reading and will enjoy reading for pleasure.	The gap narrowed for children achieving expected outcomes at the end of KS1 and KS2.
Gaps will be identified and closed through high quality teaching.	Disadvantaged children made extended progress to that of their non-disadvantaged peers and attainment gaps started to close.
Children will have a trusted adult(s) that they can seek advice and support from. They will also be supported to work through social and emotional difficulties.	Children felt safe knowing that they had an adult they could discuss worries and fears with. As a result, behaviour was positively impacted.

Parents will engage more with school staff which will have a positive impact upon pupil progress and attainment. ed pupils.	Parents will feel more confident in supporting their children at home and, as a result, progress and attainment data will improved for disadvantaged children.
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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.

Programme	Provider
N/A	N/A

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
We use the same principles and methods for our Service Pupil Premium funding and outcomes. Pupils were provided with nurturing and relationship building intervention Time to Talk sessions and outside provision.
The impact of that spending on service pupil premium eligible pupils
Nurture sessions were the most effective way to meet the social and emotional needs of pupils who have had different experiences over the past year.

Further information

We offer a wide range of high quality extra-curricular activities to boost well-being, behaviour, attendance and aspiration. Activities will focus on building life-skills such as confidence, resilience and social skills. Disadvantaged pupils will be encouraged and supported to participate.