

# Pupil Premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	16%
Academic year(s) that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Michael Craddock
Pupil Premium Lead	Catherine Clarke
Governor / Trustee Lead	John Christopher

## Funding overview

Detail	Funding
Pupil premium funding allocation this academic year	£ 204,563
Recovery premium funding allocation this academic year	£0
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	£204,000

## Statement of intent

Etonbury is dedicated to delivering excellence in education. Our staff nurture well-rounded, confident and responsible young people of whom we can all be proud - individuals who have been inspired to achieve more than they ever believed possible. In partnership with families and the community, our goal is to create relevant learning opportunities for pupils - both inside and outside the classroom - that help learners develop knowledge and skills that enable them to become critical thinkers, and who are prepared to make meaningful contributions to their local, national and global communities.

We do this by providing a welcoming, happy, safe, and supportive environment in which everyone is equal and all achievements are celebrated. All staff members at Etonbury are fully committed to this vision.

### Our key principles:

***Develop the learner, and develop the person - inside and outside of the classroom.***

#### **Develop the Learner**

- High quality teaching and learning

Evidence from the Education Endowment Foundation suggests that the best way to improve outcomes for all young people, including disadvantaged students, is to provide them with outstanding teachers who can help them to excel and make excellent progress. We will continue to ensure that all pupils receive consistently good 'quality first' teaching, and that teachers and support staff are supported through high quality CPD.

- Inclusive provision

We want to ensure that all children are supported to reach their full potential. We recognise that a number of students need additional support for a variety of reasons. We will invest in supportive interventions for identified students, either academic or targeted at emotional wellbeing.

#### **Develop the Person**

- Non-academic challenges to success

Etonbury has expanded its integrated pastoral team, as we recognise the importance of supporting students and their families with non-academic challenges, for example attendance, behaviour and emotional wellbeing. Funding may also be made available for academic resources and uniform where needed.

- Extra-curricular and enrichment opportunities

We aim to ensure that as many students as possible are able to benefit from the wide range of trips, visits, clubs and enrichment opportunities available to them.

## Challenges

This details the key challenges for achievement that we have identified for our disadvantaged students.

Challenge number	Detail
1	Attendance and punctuality
2	Whole staff awareness of pupil premium and disadvantaged students
3	Support for SEMH of students
4	Closing attainment and progress gaps (including a higher than usual number of in-year admissions)
5	Increase communication and interaction skills
6	Parent/carer engagement with the school and their student's education
7	To increase student exposure to a variety of career opportunities and advice from Year 5 onwards

## 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	Challenge number(s) addressed
Improve the gap in attendance for disadvantaged students compared to non-disadvantaged peers.	For the gap in attendance figures to be less than last academic year	1, 4
Improve awareness of disadvantaged students among all staff	All staff have access to a central listing of PP students and can recognise key challenges for those students	2, 3, 4
Improve the gap in both positive and negative behaviour logs between disadvantaged students and non-disadvantaged peers.	For the gap in behaviour logs to be less than for last academic year	3

Improve progress made by disadvantaged students to close the gap between PP and non-PP students	For the gap in progress to be less than last academic year	4
Improve attendance at interventions by disadvantaged students	For attendance at interventions by PP students to be higher than last academic year	4
Improve literacy and oracy skills	For the gap in key measures (e.g. reading age, GCSE speaking grade) to be less than last academic year.	5
Improve home engagement with school	Parents and carers of PP students attend more mentor, parent/carer and information events than last academic year	6
Provide more and earlier career advice for disadvantaged students	By the end of Year 10, all PP students will have had at least one careers appointment with a qualified provider and will have a personalised careers plan prepared.	7

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges and priorities listed above.

### Whole School Teaching and Learning (for example, CPD, recruitment and retention)

**Budgeted cost: £179, 000**

Planned Activity	How will this be monitored?	Challenge number(s) addressed
<p>Ensuring continued high quality teaching across the school through a planned CPD programme <a href="#">EEF Guide to the Pupil Premium</a> <a href="#">Using pupil premium: guidance for school leaders - GOV.UK</a></p> <p>A whole school approach to literacy teaching, including subject-specific vocabulary teaching, breaking down complex writing tasks and a focus on explicit instruction and modelling <a href="#">EEF Improving Literacy In Secondary Schools</a></p> <p>Timely feedback using a variety of written and verbal method, with regular response opportunities <a href="#">Teacher Feedback to Improve Pupil Learning</a></p>		
CPD with a focus on disadvantaged students will be delivered to staff.	Regular mini-CPD sessions will be delivered that will remind staff of strategies to support a positive climate for learning, which particularly benefit students prone to emotional dysregulation.  A record of these will be kept by the Senior Vice Principal - Pastoral Lead	4

<p>Teachers will be supported to develop a culture of active participation by all students within our classrooms, to prevent passive learning and 'opting out'.</p>	<p>CPD will focus on embedding a 'no hands-up' approach, including cold-calling, randomisers, and whole-class participation techniques.</p> <p>A record of these will be kept by the Assistant Principal - Teaching and Learning</p>	<p>4, 5</p>
<p>Strategies to support whole-school literacy and engagement with high quality literature will continue to be embedded.</p>	<p>KS2:</p> <ul style="list-style-type: none"> <li>● Regular library visits</li> <li>● Accelerated Reader quizzing</li> </ul> <p>KS3:</p> <ul style="list-style-type: none"> <li>● Fortnightly reading lesson linked to the curriculum</li> <li>● Regular library visits</li> <li>● Accelerated Reader assessment</li> </ul> <p>KS4:</p> <ul style="list-style-type: none"> <li>● Tutor time reading programme</li> </ul> <p>Progress is monitored through Accelerated Reader and GL testing.</p> <p>KS5:</p> <ul style="list-style-type: none"> <li>● Specialist academic library in the 6th form centre</li> <li>● Access to the 'wider reading' programme</li> </ul>	<p>4, 5</p>
<p>Subject-specific vocabulary learning for every subject</p>	<p>'Strive for Five' literacy reflection to be undertaken regularly in every subject</p>	<p>4</p>

<p>Pupil premium students will receive a variety of developmental feedback to support their learning.</p>	<p>Staff to be asked to prioritise 'check ins' with disadvantaged students during lessons, and to give live feedback to enable proactive engagement, effective understanding, and task completion.</p> <p>This will be monitored during the regular cycle of learning look/listens by senior and middle leaders.</p>	<p>4, 5</p>
<p>Teachers will have access to equipment to support effective teaching and learning.</p>	<p>All teachers will have access to a set of mini-whiteboards to enable whole-class participation.</p> <p>All teachers will have access to a visualiser to enable them to live model pieces of work and demonstrate their thought processes when working through tasks.</p> <p>Provision of these will be monitored on an ongoing basis by the Assistant Principal - Teaching and Learning</p>	<p>4, 5</p>

**Targeted Academic Support  
(for example, tutoring, structured interventions,  
one-to-one support)**

**Budgeted cost: £ 15,000**

<b>Activity</b>	<b>How will this be monitored or evidenced?</b>	<b>Challenge number(s) addressed</b>
<p>One-to-one or small group academic support in English, Maths, and other subjects</p> <p><a href="#">EEF Improving Literacy In Secondary Schools</a>  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>		
Key Stage 2 Literacy Interventions	Lexia (literacy) Word Wasp (phonics, reading) Handwriting intervention	4, 5
Key Stage 3-5 Literacy Interventions	Handwriting intervention Lexia (literacy) Reading Plus (reading comprehension) HfL Fluency Project (reading fluency) Touch typing	4, 5
Key stage 2&3 Mathematics Interventions	Success arithmetic	4
Key Stage 4 Mathematics Interventions	<p>Revision Sessions by invitation Mandatory online revision sessions; parents informed of progress scores. These are broken down by current level of working.</p> <p>Individual gap analysis undertaken and all students follow up on their personal areas of improvement at the start of each lesson.</p>	4, 6

<p>Targeted academic support will be provided for Key Stage 4 students to support their GCSE attainment.</p>	<p>Year 11 interventions start in October ahead of the Mock examinations.</p> <p>Revision and support sessions will be open to all students, including pupil premium students, are run by faculties throughout Year 11 and also Year 10 in some departments. Staff will monitor and actively encourage participation in these by pupil premium students.</p> <p>An additional form group will be provided in year 11 to enable smaller group interventions to take place during form times. These groupings will be reviewed according to need throughout year 11.</p>	<p>4</p>
<p>Social, emotional and mental health support</p>	<p>Sunshine group (key stage 2)  Still method (KS2)  Emotional regulation  Friendships &amp; online safety  Resilience &amp; exams</p>	<p>1, 3</p>

## Wider Strategies

(for example, targeting attendance, behaviour, wellbeing, home engagement, careers advice, access to enrichment)

Budgeted cost: £ 10,000

Activity	How will this be monitored or evidenced?	Challenge number(s) addressed
<p>Key issues for pupil premium students are diagnosed using centralised data. <a href="#">EEF Guide to the Pupil Premium</a></p> <p><a href="#">Working together to improve school attendance - August 2024 - GOV.UK</a> <a href="#">EEF Attendance Interventions: Rapid Evidence Assessment</a></p> <p>Funding is allocated to enable access to enrichment activities and remove other barriers to participation in learning. <a href="#">EEF Guide to the Pupil Premium</a></p>		
<p>Pupil Attendance is rigorously tracked and contact with home is made. <a href="#">Working together to improve school attendance - August 2024 - GOV.UK</a></p> <p><a href="#">EEF Attendance Interventions: Rapid Evidence Assessment</a></p>	<p>Key Stage Managers and Heads of Year are engaged in regular contact home with families of students at risk of / already at persistent absent levels.</p>	<p>1, 6</p>
<p>All staff should have knowledge of PP students and a secure understanding of good practice and strategies</p>	<p>All staff have access to a centralised register of pupil premium students which highlights any who may be demonstrating differences from their non-disadvantaged peers in terms of attendance, sanctions and rewards, and attainment. This will enable relevant staff to target swift support where needed.</p>	<p>2, 3, 4</p>

	<p>Teachers will be advised of where to access information on our pupil premium students and have access to a 'toolkit' of strategies to help support them.</p> <p>Data tracked and register kept updated by Pupil Premium Lead</p>	
<p>PP students should have the same access to opportunities as their peers</p>	<p>Pupil premium students will be the first agenda item for our strategy teams. Senior leaders and Lead for PP with Heads of Year to identify needs, both immediate and long term.</p> <p>Funding is provided to subsidise plays, trips and access to extra-curricular opportunities, e.g. LAMDA</p> <p>Specific details regarding support will be provided in all communications home regarding enrichment opportunities. This will ensure that all parents and carers know how to access support should it be required.</p> <p>Wider opportunities budget is monitored and allocated by Pupil Premium Lead</p>	<p>5, 7</p>

<p>Improved readiness of PP students to engage in learning</p>	<p>We will provide subsidised basic equipment for learning (e.g. stationery and PE kits) to PP students where a need is identified.</p> <p>Purchases will be made to enable students to perform at the same level of their peers without hindrance; e.g. core English texts and revision guides</p> <p>KS5 students will be alerted to the 16-19 Bursary Fund and former PP students will be contacted directly to assess need.</p> <p>PP student needs will continue to be identified by Heads of Department and Heads of Year, and/or upon request by parents and carers.</p>	<p>4, 5, 6</p>
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<p>Tutors and senior and middle leadership will be aware of and encourage attendance at school information and 'Meet the Mentor' evenings</p>	<p>Attendance will be encouraged, and non-attendance followed up with phone calls home from the student's academic mentor.</p> <p>Attendance will be monitored and reported by the Assistant Principal - Data and Assessment</p>	<p>6</p>
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<p>Mentoring of key students will be undertaken</p>	<p>Senior leaders will engage in one-to-one mentoring of identified students</p> <p>Academic mentors will continue to have regular meetings in which they can support students to reflect on their own learning needs, followed up by in-depth 'Meet the Mentor' meetings with parents and carers</p>	<p>4, 5, 6</p>
<p>High quality careers provision will be provided</p>	<p>All KS 4 and 5 students will have a one-to-one appointment with 4YP, with additional appointments made available for key year 11 and pupil premium students where they are available</p> <p>All students have a Unifrog account to enable access to careers information and research</p> <p>Careers sessions are embedded into tutor time</p>	<p>5, 7</p>

## 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 2024 to 2025 academic year.

Priority/intended outcome	Action taken / progress made towards outcome
<p>1: attendance and punctuality</p> <ul style="list-style-type: none"> <li>- For the gap in attendance figures between PP and non-PP students to be narrower than for the last academic year</li> </ul>	<p>2023-4: PP attendance 85.3% Non-PP attendance 94.5% Attendance gap of 9.2%</p> <p>2024-5: PP attendance of 87.4% Non-PP attendance 95.2% Attendance gap of 7.8%</p> <p>The gap in attendance has narrowed by 1.4% during the last academic year.</p>
<p>2: whole staff awareness of PP and disadvantaged students</p> <ul style="list-style-type: none"> <li>- All staff to have access to a central listing of PP students and their key challenges</li> </ul>	<p>All staff have access to a list of all PP students. This is broken down by year group, and key indicators of attendance, behavior and attainment are updated regularly.</p> <p>All staff have received two briefings related to pupil premium students and the context in our school this year.</p> <p>All staff have access to a handbook giving suggested tactics for supporting pupil premium students.</p>
<p>3: behaviour and emotional needs</p> <ul style="list-style-type: none"> <li>- For the gap in positive and negative behaviour logs between PP and non-PP students to be narrower than last academic year</li> </ul>	<p>*Please note that the school changed its student tracking software in February 2024. This changed the way behaviour is logged. Therefore 2024-5 and 2023-4 data is not directly comparable.*</p> <p>Positive behaviour:</p> <p>2024-5 PP students received an average of 12.2 fewer praise points per student than non-PP children. This is a slight improvement and</p>

	<p>continues to be a focus</p> <p>Negative behaviour:</p> <p>2024-5 PP students received an average of 8.3 more behaviour points than non PP children. PP students were removed from class an average of 1.5 times each compared to 0.7 times each for non-PP students. This is significantly down from last year's data at 2.4</p>
<p>4: closing progress gaps</p> <ul style="list-style-type: none"> <li>- For the 2025 gap in SATS and GCSE progress to be less than 2024</li> <li>- For attendance at interventions by PP students to be higher than last academic year</li> </ul>	<p>Progress data is not available for SATS or GCSE students for 2024-5. This is because previous national standardised assessments did not take place for these year groups because of COVID, so there is no baseline to compare them to.</p> <p>26% of our Pupil Premium students attended interventions (a mix of literacy, maths, science and emotional and mental health focused) during 2024-5.</p>
<p>5: improve communication and interaction skills</p> <ul style="list-style-type: none"> <li>- For average gap in reading age between PP and non-PP students for 2024-5 to be less than 2023-4</li> <li>- For the 2025 gap in GCSE speaking grade to be smaller than 2024</li> </ul>	<p>Reading age data shows that for 2024-25, students in years 7-10 made equivalent progress in reading age (0.89 of a year's progress for both PP and non-PP children.) Comparable data for 2023-24 is unavailable due to a change in tracking systems and software.</p> <p>GCSE Speaking exams are taken in Year 10. We have scored a pass as 1, merit as 2 and distinction as 3.</p> <p>In 2024, the average points were 1.77 for PP and 1.78 for non-PP students.</p> <p>In 2025, the average points were 1.64 for PP students and 1.63 for non-PP students.</p> <p>In both 2024 and 2025 there was no gap - PP students achieved equally as well as their peers.</p>
<p>6: improve parent/carer engagement with the school and their child's education</p> <ul style="list-style-type: none"> <li>- For parents and carers of PP students to attend more</li> </ul>	<p>All data prior to June 2025 is unavailable due to a change in the tracking software system. The only data available for 2024-5 is therefore the Year 10 parents evening in</p>

<p>mentor/parent and information events in 2024-5 than in 2023-4</p>	<p>June 2025.</p> <p>In June 2025 52% of parents or carers of PP students booked a parents evening appointment. 84% of parents or carers of non-PP students booked an appointment.</p>
<p>7: improve longer term aspirations for disadvantaged students</p> <ul style="list-style-type: none"><li>- For year 9 and 10 PP students to attend more scheduled careers appointments during 2024-5 than in 2023-4</li></ul>	<p>All year 9 and year 11 students attended an individual meeting with a qualified careers adviser at least once during 2024-25. Students in receipt of pupil premium and SEND students were prioritised when scheduling these. Year 11 students were targeted over Year 10 as they needed to decide on post-16 options.</p>