



Pupil Premium Strategy Statement

We are all created unique and special.

He made us all perfect having our own uniqueness.

1 Peter 4:10-11 "God has given each of you a gift from his great variety of spiritual gifts. Use them well to serve one another."

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Information
School name	Eton Porny C of E First School
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	31ch = 23% (20/21 34ch =25%)
Academic year/years that our current pupil premium strategy plan covers	2 Years
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Katherine Russell
Pupil premium lead	Marie Bergin
Governor lead	Anita Spires

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,719
Recovery premium funding allocation this academic year	£4,241
School Led Tutoring Grant	£3,356.44
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,316.44

Statement of intent

Pupil premium strategy statement - The Pupil Premium Grant is allocated to schools by the government to provide funding for the following policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential;
- Supporting children and young people with parents in the regular armed forces.

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils registered at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are 'disadvantaged' or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through half termly pupil progress meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not will receive targeted support. Pupil Premium Funding and the impact of this is a regular item on the agenda at Local Governing Body Meetings.

Our School Priorities are:

- School Community Recovery (Mental Health and Well-Being – a Whole School Approach)
- Re-engaging with the Community (Including pupils, parents and the wider locality)
- Curriculum - Broad and balanced curriculum with subject specific integrity
- Leadership - Continue to grow and build transitional leadership capacity within the school including governance
- Parental Engagement - Strengthen links, communication and promote positive engagement with parents and carers of pupils so that they understand how to support their child's learning at home.

The DfE has also set out the following '[Recovery Curriculum Expectations](#)': to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the recovery support needed to make substantial progress by the end of the academic year 2021/2022

Our main recovery premium priorities are:

- To implement and monitor a recovery curriculum to positively impact on lost learning resulting in high standards of achievement from prior starting points and accelerated progress in Reading, including early reading, Writing and Mathematics by July 2022.
- To support the emotional well-being and resilience of the whole school community in response to the impact of the Covid-19 pandemic.

The overall aims of our recovery priorities are:

- To raise the achievement of all pupils, through quality first teaching and targeted interventions, to close the gap created by COVID-19 school closures/disruptions
- To identify pupils who require additional emotional support and provide a personalised nurture programme

To support the recovery of missed learning, we have allocated funding to a series of support programmes and interventions. Programmes and Intervention sessions will be led by Eton Porny C of E school staff which supports the EEF statement that ‘**Tuition delivered by qualified teachers is likely to have the highest impact.**’ Bespoke therapy or nurture sessions have been planned with pupils that have been identified in school or through parental concerns.

Challenges

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

Challenge number	Detail of challenge
1	Language, communication skills and vocabulary
2	High aspiration, emotional resilience, greater confidence and independence
3	Emotional, social and behavioural difficulties
4	Punctuality and attendance (linked to SEND, medical and unauthorised family holidays)
5	Access to extra-curricular activities e.g educational experiences such as trips and participation in physical activities and a range of enrichment activities)
6	Mental health and well-being of children and families
7	Encouraging sustained engagement of parents to assist and support their children’s learning within a calm family environment
8	Sustaining the breadth of provision with trained, skilled staff within the budget
9	Accelerating achievement and progress within the core subjects and phonics with a particular focus on writing and mathematics

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
High aspiration and rates of achievement across EYF, Key Stage One and Lower Key Stage Two for all children eligible for PP, with particular emphasis on the expected prior attainment group	All disadvantaged pupils, regardless of prior attainment, achieve well and make at least as much progress as their similar peers.

with the aspiration of a higher proportion achieving greater depth by the end of Year 4.	
Improved parental engagement will support better working partnerships with parents for better academic success and higher aspirations for our pupils.	Parents actively engaged in their children's learning, promoting and encouraging high aspirations shown through parental surveys, engagement in Express Events and topic evenings.
Attendance and punctuality to remain high.	Attendance levels in line or above national figures for PP Children. Persistent absence to decrease so that PP pupils are in line with or better than school and national attendance figures.
For disadvantaged pupils' social, emotional and mental health needs to be met	Pupils have a 'growth mind-set' greater resilience, independence and confidence to engage with learning opportunities that are both challenging and engaging regardless of prior attainment. ELSA pre and post questionnaire show improvement in targeted attitudes and behaviour. Boxall Profile to be completed for all PP children to monitor progress. Jigsaw REST assessment completed at the beginning and end of the year to show that the PSHE curriculum is effectively meeting pupils' social, emotional and mental health needs. Pupils' emotional literacy is developed resulting in greater personal resilience. Pupil voice
Specifically focus on and deliberately target the development, use and broadening of tier 2 vocabularies in particular across all subject area.	Close the vocabulary gap between those who are disadvantaged and those who are not, supporting every individual child to succeed. Pupils make rapid progress by the end of the year so that all children eligible for PP make good progress from starting points, meeting or close to meeting age-related expectations and/or above. This is shown through assessments, lesson observations, book scrutiny and engagement in lessons.
Provide cultural capital experiences, raising aspirations and new interests.	All disadvantaged pupils are highly engaged in the school experience. They are eager to try new experiences and discover new interests and skills.

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching and targeted CPD</p> <p>1:1 Pupil Mentoring</p> <p>Coaching/mentoring for teachers</p> <p>Additional planning time for teachers</p>	<p>To improve the teaching quality in every classroom provide targeted coaching, mentoring and CPD.</p> <p>Quality first teaching has the greatest impact on pupil progress (EEF Guide to PP)</p> <p>Personalised support for children, where class teachers work with pupils on individual targets, next steps and how to meet them. For pupils to have the opportunity to discuss their attitudes, concerns. Improve self-confidence (One to One Tuition EEF)</p> <p>In-class support, to support groups of pupils and to allow class teachers to work with groups of children and carry out 1:1 pupil mentoring. Social and emotional support for pupils to enable them to learn and manage their feelings and access class learning (Small Group Tuition EEF).</p> <p>Deliberately targeting the development, use and broadening of tier 2 vocabularies across all subject areas, with the aim of ‘closing the vocabulary gap’ between those who are disadvantaged and those who are not, supporting every individual child to succeed.</p> <p>Quality first planning, teaching and learning to bridge the gaps in learning, particularly focusing on reading, writing and mathematics caused as a result of school disruption.</p> <p>Plan recovery curriculum using the knowledge rich projects from Cornerstones Maestro with particular emphasis on teaching a broad and balanced recovery curriculum (Cornerstones)</p> <p>Quality first teaching focusing on promoting well-being and resilience using Jigsaw Rest (Jigsaw REST).</p> <p>Personalised and small group support for children to improve self-confidence and growth mind-set.</p>	<p>1,2,3,4,6,8,9</p>

Interventions and booster groups, including same day interventions	<p>Smaller groups and 1:1 will allow for more focussed teaching and learning and increased opportunities to address individual needs. Pre-teaching, particularly on tier 2 vocabularies, to prepare pupils for future learning and build increased confidence to enable pupils to access the curriculum at a similar level to their peers. Improve learning outcomes across the whole of the curriculum with particular emphasis on reading, writing and mathematics. Time for practice and application of skills.</p> <p>Build confidence and raise achievement in English and Mathematics through targeted support (EEF Maths Guidance) (EEF Literacy Guidance)</p>	1,2,6,9
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher/staff member for additional interventions and booster groups, particularly focusing on reading, writing and mathematics	<p>Smaller groups and 1:1 will allow for more focussed teaching and learning and increased opportunities to address individual needs. Pre-teaching, particularly on tier 2 vocabularies, to prepare pupils for future learning and build increased confidence to enable pupils to access the curriculum at a similar level to their peers (One to One Tuition).</p> <p>Improve learning outcomes across the whole of the curriculum with particular emphasis on reading, writing and mathematics. Time for practice and application of skills.</p>	1,2,6,9
Speech and language therapy sessions	<p>Accelerated progress for children who have been identified as having a specific need.</p> <p>In addition we have employed The Owl Therapy Centre to screen all EYFS pupils as well as any other identified pupils for speech and language.</p> <p>This will better enable us to provide targeted speech and language support for any pupils particularly within the EYFS (Oral Language Interventions EEF).</p>	1,2,3,9
NELI Programme	<p>As part of an initiative funded by the Department for Education in response to Covid-19, our school is involved with the Nuffield Early Language Intervention (NELI). The programme is designed for reception pupils</p>	1,2,3,8,9

	<p>and involves providing targeted small group and one-to-one support for children who require additional support with their language and early literacy skills. NELI is a programme for children in Reception (4-5 years) which research has concluded improves children's language and early literacy skills. The programme involves a member of our school staff delivering three small group sessions and two individual sessions each week to a targeted group of around 3-6 pupils for 20 weeks. NELI aims to develop children's vocabulary, listening and narrative skills and in the last 10 weeks also involves activities to develop phonological awareness and early letter-sound knowledge as foundations for learning to read. NELI was developed by Dr Silke Fricke (University of Sheffield), Dr Claudine Bowyer-Crane (NIESR) and Professors Maggie Snowling and Charles Hulme (University of Oxford). They adapted approaches frequently used by speech and language therapists and have developed NELI as a resource for schools to use with pupils in Reception class with weak oral language skills. Our trained staff member will be able to deliver NELI year after year using the same Language Screen account and NELI resources (Nuffield Early Language Intervention)</p>	
School-led Tutoring	<p>The school-led tutoring grant is to support disadvantaged pupils in catch-up learning. We are providing tuition to pupils eligible for pupil premium but also included in this is pupils with other types of disadvantage or additional needs. This includes children who have a social worker, previously looked-after children, young carers and other vulnerable pupils. However, if we feel that a pupil who does not fall into these categories would benefit from catch-up tutoring, the funding will also be used to support this too(One to One Tuition).</p>	2,9
SEND/CO/Inclusion lead meetings with Class teachers (including half termly pupil progress meetings) CPD re: EAL and SEND additional needs	<p>Barriers to learning identified and strategies suggested. Teachers confident and focussed in meeting individual pupil's needs. High quality focussed CPD for all staff to maintain high standards of teaching within an inclusive school. Enabling the needs of all learners to be effectively met with teaching and learning that is responsive to need (EEF Effective CPD).</p>	8,9

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

Budgeted cost: £ 11,147

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA 1:1 and small group sessions	Social and emotional support for pupils with emotional needs to enable them to learn and manage their feelings and access class learning. Improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom (EEF Social and Emotional Learning)	2,3,6,8
Time to Talk 1:1and small group sessions	Provide children with the space and time to talk, including developing their social and emotional skills (Time to Talk Intervention) .	1,2,3,6
Enrichment activities (including school clubs and outside provider clubs)	PP children to have one ‘outside agency’ club paid for and one in house club free per year. When a child enjoys a club, trip or activity, this can be a hook for them wanting to come to school. It gives pupils the experiences on which they can draw upon and increases their cultural capital. This can help to diminish the difference between disadvantaged and non-disadvantaged pupils. Pupils able to participate fully in school clubs, trips. PP pupils paid for residential PGL visit. Learning is supported by clubs and trips that are carefully planned to enhance the school’s curriculum. Pupils enjoy the experience of being at school, talents, skills and efforts in non-academic subjects are celebrated and support the development of self-confidence. Help children create positive friendships and develop social skills Reduced incidents of disruptive behaviour. Pupils enjoy coming to school	5
Breakfast Club/Afterschool Club	Support children and families with a calm start to the morning, so that children are physically and emotionally ready for school. Ensure that children have a healthy breakfast at the start of the day to sustain them with energy and better concentration in learning opportunities. Support daily attendance and punctuality at school.	4,5,6

Mental Health Senior Lead training and delivery	Grant-funded senior lead training received that meets the specific needs of each individual, helping them develop either i) all the learning outcomes, or ii) focussing on specific aspects / priority learning needs; and, supports them not only by increasing knowledge but crucially also giving them the practical skills and tools to be able to effect positive whole school or college change (Mental Health Lead in Schools).	2,3,6,7,8
Home School Link Worker – bespoke support to families (including Early Help/ Attendance/Transition) EWO - Attendance	Specific individual support provided to families, enabling a calmer more stable home environment. Parents supported to ensure that children’s well-being and emotional needs are being appropriately prioritised. Attendance is high profile at all times. There is statistical evidence that low attendance / persistent absence directly impacts on the rate of progress that children make. Being away from school can also affect self-esteem and confidence for pupils on their return and therefore impact on their ability to learn. Reward children for improved or good attendance. Ensure that periods of transition between one phase and the next, including moving on to feeder schools is effective.	4,6,7
Bespoke 1:1 communication/meetings/support between parents and the class teacher, and or the Inclusion Lead	For pupils and parents to be aware of achievements. Time given to discuss attendance, achievement, targets and next steps. To support parents in better understanding how to support their own child’s learning and development, including good attendance at school (EEF supporting-parents).	4,6,7
Express events	Provide regular opportunities for parents to engage with their own child’s learning and development. Promoting positive partnerships and conversations with parents about learning with school and between the parent and their child. Promoting positive partnerships and conversations with parents about learning with school and between the parent and their child.	7

Total budgeted cost: £ 51,721

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 2020 to 2021 academic year.

Pupil Premium Strategy and Review 2020/21:

<https://www.etonporny.org.uk/school/pupil-premium>

Pupil Premium Strategy Review 2021/22:

Attendance Figures Sept 2021 – July 2022:

Pupil Premium Attendance: 91.5%

Non Pupil Premium Attendance: 94.2%

Attainment and progress results Summer 2 2022

2022 EYFS GLD 100% (1/1)

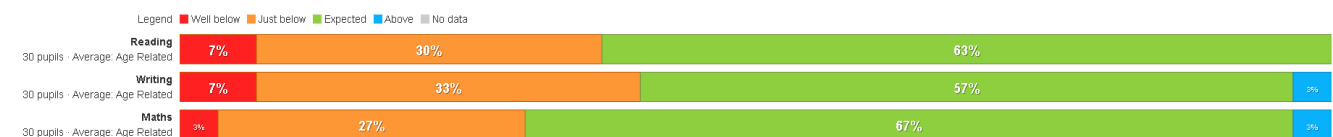
2022 Year 1 Phonics 75% (3/4)

2022 KS1 EXS+ - Reading 80%, Writing 80%, Mathematics 80% (4/5)

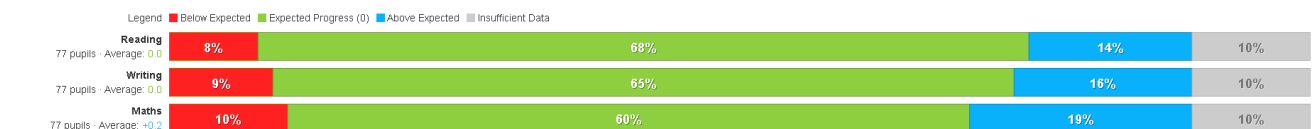
Attainment Overview for Pupils in Years 1–4, who aren't pupil premium - 2021-2022 Summer 2 - Main Assessment

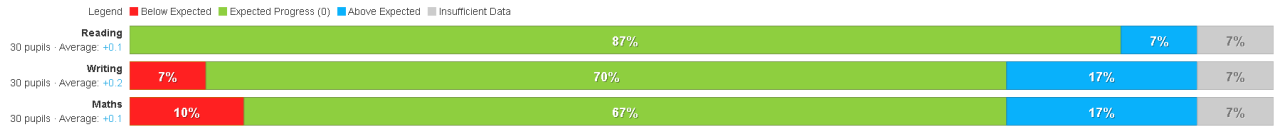


Attainment Overview for Pupils in Years 1–4, who are pupil premium - 2021-2022 Summer 2 - Main Assessment



Progress Overview for Pupils in Years 1–4, who aren't pupil premium – 2020-2021 Summer 2 to 2021-2022 Summer 2 Main Assessment





Extra-Curricular Clubs:

93% of Pupil Premium Pupils across the school attended an extra-curricular club for at least 1 term.

7 PP children (23%) regularly take up a fully funded place at Breakfast Club

Year 3/4 PGL Residential Trip 18 out of 20 Pupil Premium places fully funded