



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 funding to help improve the attainment of our disadvantaged pupils from 2025 to 2028

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	Information
School name	Eton Porny C of E First School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	15ch = 11%
Academic year/years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Emma Stanford-Smith
Pupil premium lead	Marie Bergin
Governor lead	Anita Spires

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,840 (projection)
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	£23,840

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:

Priority 1: English Curriculum

Priority 2: Foundation Curriculum

Priority 3: Mental Health and Well-being – creating a supportive environment for learning

Priority 4: Community and Parental Engagement – creating a supportive environment for learning

To support the children with the greatest need, we have allocated funding through the PP grant to 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.**'

Challenges

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

Challenge number	Detail of challenge
1	Language, oracy, 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 EYFS, Key Stage One and Lower Key Stage Two for all children eligible for PP, with particular emphasis on the expected prior attainment group with the aspiration of a higher proportion achieving greater depth by the end of Year 4.	- All disadvantaged pupils, regardless of prior attainment, achieve well and make at least as much progress as their similar peers. - PP to pass phonics screening in Year 1. - PP to achieve good pass results in Y4 times tables assessment.
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, parents evening 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. - Zones of Regulation used universally to identify dysregulation and support a calm learning environment - ELSA pre and post questionnaire show improvement in targeted attitudes and behaviour.

	• 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.	• Introduce and embed Voice 21 initiative across the whole school • 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. • Focus on language and vocabulary in Reception so that all children including PP, SEN and EAL are explicitly exposed to vocabulary. Neli intervention and baseline data to show improvement.
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. • PP children are encouraged to partake in school clubs, trips and school council

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 11,100 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching and targeted CPD 1:1 Pupil Mentoring	To improve the teaching quality in every classroom, provide targeted coaching, mentoring and CPD. Quality first teaching has the greatest impact on pupil progress (EEF Guide PP). Quality first planning, teaching and learning to used to bridge the gaps in learning, particularly focusing on reading.	1,2,3,4,6,8,9

Coaching/mentoring for teachers Additional planning time for teachers School wide focus on oracy School wide focus on reading	Using the knowledge rich projects from Cornerstones Maestro with particular emphasis on teaching a broad and balanced recovery curriculum (Cornerstones) 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) 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). Using feedback to focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback that may focuses on the task, subject, and self-regulation strategies (Teacher Feedback to Improve Pupil Learning EEF) 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. Voice 21 initiative to be put in place to develop a high-quality oracy education. Students to learn through talk and to talk - to develop and deepen their subject knowledge and understanding through talk in the classroom, which will have been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively (Ten Years of Impact - Voice 21) Embedding the importance of reading throughout the school, in lessons, in the environment and keeping the profile on reading high.	
Interventions and booster groups, including same day interventions	Smaller groups and 1:1 support will allow for more focussed teaching and learning and increased opportunities to address individual needs (One to one tuition EEF) (Small group tuition EEF). 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. Build confidence and raise achievement in English and Mathematics through targeted support	1,2,6,9

	(EEF Maths Guidance) (EEF Literacy Guidance)	
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Targeted academic support (for example, one-to-one support in structured interventions)

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions and booster groups, particularly focusing on reading, writing and mathematics	Smaller groups and 1:1 support 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) (Small Group Tuition) Improve learning outcomes across the whole of the curriculum with particular emphasis on reading, writing, mathematics and emotional wellbeing. Time for practice and application of skills.	1,2,6,9
Speech and language therapy sessions	Accelerated progress for children who have been identified as having a specific need. This will better enable us to provide targeted speech and language support for any pupils particularly within the EYFS (Oral Language Interventions EEF).	1,2,3,9
NELI Programme	Using the Department for Education Nuffield Early Language Intervention (NELI) when children first start in Reception. The programme is designed for reception pupils 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 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. Our trained staff member will be able to deliver NELI year after year using	1,2,3,8,9

	the same Language Screen account and NELI resources (Nuffield Early Language Intervention)	
SEND/CO/Inclusion lead meetings with Class teachers (including half termly pupil progress meetings) CPD to focus on: ASD, S&L, attendance, SEND, Attachment Aware and behaviour.	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).	8,9

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

Budgeted cost: £ 8,700 approx.

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) (Behaviour interventions EEF)	2,3,6,8
Attachment Aware initiative throughout school; Time to Talk 1:1 and small social group sessions; Drawing & Talking	Embedding 'Attachment Aware' strategies throughout the school so as to enable dysregulated children to feel safe and secure (Achieving for Children - Attachment Aware Schools Award (AASA)) 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 (Arts participation EEF Physical activity EEF). Pupils enjoy the experience of being at school, talents, skills	5

	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	
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 Magic Breakfast - trial EEF Support daily attendance and punctuality at school. Support working families who need extra childcare at the end of the day.	4,5,6
Senior Mental Health Lead	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), Triple P parenting intervention	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 (DofE Attendance Guidance May 2022) 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. Ensure that periods of transition between one phase and the next, including moving on to feeder schools is effective. Triple P parenting programme is offered to all new Reception parents (Triple P Implementation Official Corporate site).	4,6,7
Attendance Lead	Attendance is a key focus to ensure children do not miss crucial time at school or ecru gaps in learning or socialisation. The Attendance Lead works with families to find any barriers related to attendance and supports	

	families to ensure all children come to school daily. Nationally pupil premium children have a higher rate of absenteeism than non PP children (EEF PP and attendance). Regular updates are sent to parents regarding individual's attendance.	
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

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 previous academic years.

<u>Pupil Premium Strategy Reviews:</u>			
<u>Pupil Premium - Eton Porny</u>			
<u>Attendance</u>	<u>School</u>	<u>Pupil Premium</u>	<u>National</u>
2022 – 2023	94.1%	90.1%	93.8%
2023 – 2024	95.8%	95.0%	94.3%
2024 – 2025	95.9%	94.7%	94.5%
<u>Fixed Term Exclusions</u>			
2022 – 2023	0	0	
2023 – 2024	0	0	
2024 – 2025	1	0	

Review Of Intended Outcomes from previous

Pupil Premium Strategy Statement 2022 - 2025

Intended outcome	Success criteria
High aspiration and rates of achievement across EYFS, Key Stage One and Lower Key Stage Two for all children eligible for PP, with particular emphasis on the expected prior attainment group with the aspiration of a higher proportion achieving greater depth by the end of Year 4.	All disadvantaged pupils, regardless of prior attainment, achieve well and make at least as much progress as their similar peers. <i>All children made good progress from their starting points – see ‘Pupil Premium- Eton Porny’ above.</i>
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. <i>Parental engagement has been high. PP parents have attended Express Events and parents evening – when they haven’t been able to attend, a follow up meeting has been scheduled.</i>
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. <i>In 2024 & 2023 PP attendance has been broadly in line with the school and above National. In 2023 there was a dip due to specific cases of a very small amount of pupils.</i>
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 <i>Elsa intervention has been put in place when needed. Post Elsa questionnaires have shown an increase in positive behaviour. Boxall profiles were completed for all PP children and interventions put in place when needed. Jigsaw Rest is no longer available.</i>
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. Focus on language and vocabulary in Reception so that all children including PP, SEN and EAL are explicitly exposed to vocabulary through Neli whole class intervention. <i>Neli vocabulary intervention has been used over the last three years to support Reception children. In this intervention 3 PP children have received support and made good progress. All children made good progress from their</i>

	<i>starting points – see ‘Pupil Premium- Eton Porny’ above.</i>
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. <i>Over the last 3 years we have actively encouraged PP children to attend a club. This number has risen from 54% in 2022 to 100% in 2024. Only one PP child did not attend the Year 3&4 residential in the last two years.</i>