



# Eton Wick C of E First School

## Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 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  | 90                            |
| Number of Nursery   | 15                            |
| Proportion (%) of pupil premium eligible pupils                   | 17.7%                         |
| Academic year that our current pupil premium strategy plan covers | 2023 – 2024                   |
| Date this statement was published                                 | December 2023                 |
| Date on which it will be reviewed                                 | December 2024                 |
| 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                                       | £24,690       |
| Recovery premium funding allocation this academic year                                    | £2348         |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable) | £0            |
| <b>Total budget for this academic year</b>  | <b>£2,038</b> |

# 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 provide opportunities that help close the gaps in learning and development. 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 that enhance their cultural capital and narrow the attainment gap.

This comprehensive strategy aims to empower our disadvantaged children to fulfil their potential both within school and throughout their lives. By tailoring our support to meet the specific needs of each child, we are committed to creating an inclusive and nurturing environment where every individual can thrive academically, socially, and emotionally.

At Eton Wick C of E First School, we believe in the inherent potential of every child, regardless of their background or circumstances. Through collaborative efforts, dedicated support, and a focus on holistic development, we strive to make a positive and lasting impact on the lives of our disadvantaged pupils, equipping them with the tools they need to succeed now and in the future.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | External factors: <ol style="list-style-type: none"> <li>Poor levels of attendance for some children</li> <li>Low self-esteem</li> <li>Financial hardship</li> <li>Relative to their peers, children under the remit of Pupil Premium have limited life experiences</li> <li>Access to resources; lack of quality reading material at home i.e. reading for pleasure.</li> </ol> |
| 2                | Internal factors: <ol style="list-style-type: none"> <li>Lack of resilience and focus</li> <li>Poor memory and recall</li> <li>Oracy/articulation</li> <li>Specific difficulties in maths, especially, fluency</li> <li>Specific difficulties in reading fluency and phonics</li> <li>Low writing attainment</li> </ol>  |

## 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 across the school<br>Use of drop off club to ensure timely starts to the school day.<br>Attendance at school visits  |
| Improved reading attainment among disadvantaged pupils                                | Phonics outcomes at the end of Year 2 will show that at least 90% of disadvantaged pupils met the expected standard.   |
| Improved writing and maths attainment among disadvantaged pupils by the end of Year 4 | Writing outcomes at the end of Year 4 will show at least 90% of disadvantaged pupils met the expected standard   |
| Children have positive attitudes towards learning and school                          | Feedback through pupil surveys and governor monitoring visits are positive; 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.  |
| Children show accelerated progress in 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.<br>Additional out of class interventions<br>End of year teacher assessments for 23/24 are at least in line with 2022/2023 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: £6,000

| Activity  | Evidence that supports this approach   | Challenge number (s) addressed |
|---|--|--------------------------------|
| <p>Purchase additional RWI development training for staff.</p> <p>To purchase RWI online resources for children to access in class and in interventions</p> <p>parents to access at home.</p>                         | <p>Evidence shows that Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development and the targeted use of approaches may support some disadvantaged pupils to catch up with peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> | <p>1b, 1e, 2c, 2e</p>          |
| <p>To continue to use Mastering number initiative for Early Years and KS1 to increase fluency in number BBO Maths Hub for 2023/2024</p> <p>Workgroup: 3x teachers plus release time<br/>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.</p> <p>Children will continue to use this method throughout the school with the addition of 10 minutes extra daily to 'master number' in Reception and KS1.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning#:~:text=How%20effective%20is%20the%20approach,%25%20on%20the%20relevant%20test).">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning#:~:text=How%20effective%20is%20the%20approach,%25%20on%20the%20relevant%20test).</a></p>   | <p>2a, 2b, 2c, 2d, 1b</p>      |
| <p>Speech and language support</p>  | <p>Time for staff to deliver specific plans to children, and attend training throughout the year.</p>  | <p>2c</p>                      |

|   |   |                        |
|---|---|------------------------|
|   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>   |                        |
| Provide professional development on evidence-based approaches:<br>Adaptive Teaching<br><br>Subject leadership development – focusing on the PP child Effective feedback | Provide professional development on evidence-based approaches: Adaptive Teaching The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality 1, 4 6 Subject leadership development – focusing on the PP child Effective feedback teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.<br><br><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a> | 2a, 2b, 2c, 2d, 2e, 2f |
| Purchase Zones of Regulation to support the emotions of vulnerable children<br><br>Release time for class teachers to meet with Sendco to plan next steps for pupils    | Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning and identify areas that may need further intervention.  | 2a                     |

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

Budgeted cost: £10,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| 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<br><br><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.  | Teacher tutoring and additional interventions, three afternoons a week, focussing on reading and writing, specifically in KS1. Interventions may change dependent on pupil progress.<br><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 |
|  | Studies have shown that one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a><br><br>And in small groups:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> | 1b, 2a, 2b, 2d, 2e, 2f |
| Staff in EYFS trained to deliver interventions such as Attention Autism, Bucket Therapy, Every Child a Talker (ECAT) | Evidence shows that Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  | 1b, 2a, 2b, 2d, 2e, 2f |

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

Budgeted cost: £7,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Buy in Education Welfare Service Level Agreement<br><br>Embed principles of good practice set out in the DfE's Improving School Attendance Advice | Where an attendance focus needs to be in place for key children, an EWO will to 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.<br><br><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><br><br><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                            |

|   |  |            |
|---|--|------------|
|   |  |            |
| Physical resources to support SEND and PPG children in the classroom including ear defenders, wobble cushions etc | It is recommended by Occupational Therapists that children with SEND should have reasonable adjustments in the classroom to support with sensory needs   | 1b, 2a     |
| Emotional Literacy Support Assistant (ELSA), including termly training and updates                                | 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 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.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a><br><a href="https://www.elsanetwork.org/elsa-network/other-research/">https://www.elsanetwork.org/elsa-network/other-research/</a> | 1b, 2a     |
| Educational Enrichment  | 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.<br><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>  | 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 |

## 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 2022 to 2023 academic year.

#### Teaching

**Review:** The school attained the Inclusion Award in November 2022 which stands as a testament to its commitment to fostering an inclusive learning environment. The KS1 Early Years staff engaged in a series of training sessions centred on Mastering Number, equipping them with enhanced skills to nurture young learners' numerical proficiency. Furthermore, all teachers and teaching assistants completed comprehensive online modules on 'Ambitious about Inclusion', further enriching their instructional practices.

The further initiative was for the provision of speech and language training for staff, specifically aimed at supporting key children facing communication challenges. Consequently, the impact of this holistic approach was evident, with significant positive outcomes observed in the progress of children across various year groups, and this support for staff will continue to be used next academic year.

The strategic employment of an Intervention staff member to focus on supporting disadvantaged children had positive results. Data analysis revealed that in reading, 44% of children met the expected standards, while 56% exceeded expectations. Similarly, in writing, 69% demonstrated the expected level of progress, with 19% surpassing anticipated progress outcomes. In mathematics, 50% of children made expected progress, and 44% made better than expected progress.

#### Wider strategies:

ELSA/EWO/enrichment opportunities

**Review:** Our Emotional Literacy Support Assistant has played a crucial role in providing targeted support to children facing emotional challenges, ultimately fostering a positive learning environment.

In addition to ELSA interventions, the implementation of the EWO (Education Welfare Officer) Service Level Agreement has been instrumental in supporting key children to improve their attendance and punctuality. By working closely with families and carers, our EWO has supported the school in creating a culture of regular attendance, and this will be continued next academic year.

Our commitment to offering a diverse range of external clubs has been met with participation from all our disadvantaged children. Over the course of the academic year, every child had the opportunity to engage in at least one external club for a term, enriching their extracurricular experiences. We have seen firsthand how these clubs have contributed to fostering a sense of community and teamwork among our pupils.

The focus on providing additional enrichment opportunities for key children has been a priority. Through participation in off-site enrichment activities, our key children have gained valuable skills and experiences that will benefit them both academically and personally.