



# Pupil Premium Strategy Statement



## School overview

Metric	Data
School name	Etching Hill Primary Academy
Pupils in school	395
Proportion of disadvantaged pupils	9%
Pupil premium allocation this academic year	£55,350
Recovery funding	£4,640
Total Funding	£59,990
Academic year or years covered by statement	2022-23
Publish date	September 2022
Review date	July 2023
Statement authorised by	
Pupil premium lead	Alison Morganti
Governor lead	Julie Gladdy & Sarah Cotton- Diederich

## Disadvantaged pupil performance overview for last academic year

End of KS2 2022 data	Pupils eligible for PP (at Etching Hill, 9 pupils)	Pupils not eligible for PP (National average)
% achieving standard in reading, writing and maths	78 %	59 %
% reaching standard in reading & reaching standard in writing	100% (Av. SS 109)	75% (Av. SS 105)
% reaching standard in maths	100% (Av. SS 109)	71% (Av. SS 104)
% reaching standard in GPS	100% (Av. SS 108)	72% (av. SS 105)

## Barriers to future attainment

Academic barriers to attainment	Non-academic
Poor attainment in English	Attendance
Poor attainment in Maths	Parental engagement
School readiness	Behaviour
Need for targeted support	Social and emotional needs

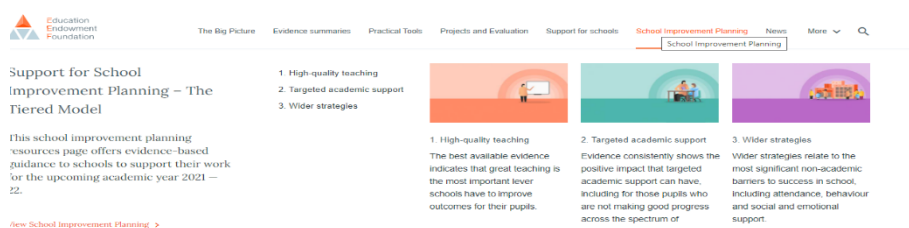
## Funding for academic year

Funding estimate: Year 2022-23			
PPG received per pupil	FSM/E6: £1345	LAC/ PLAC: £2345	In Service: £310
Recovery Premium Funding	£4,640		
Estimated pupil numbers	400 (YR-6) 50 (Nursery)		
Estimated number of pupils eligible for PPG	FSM/E6: 30	£40,350	
	LAC/PLAC: 6	£14,070	
	In Service: 3	£930	
Estimated funding (including recovery funding)	£55,350		

## Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach, based on research supported by the EEF for effective intervention planning, comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies



Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

### Quality of teaching

1. Encouraging self-led professional development: through research teams and professional review targeting
2. Targeted staff CPD based on improving the teaching of maths through the mastery approach
3. Support for early career teachers: a developmental programme aimed to enhance effective teaching

### Targeted academic support

1. Timetabled Catch Up Keep Up (CUKU) sessions aimed to maintain/ accelerate progress
2. Small interventions: planned to address core subject needs (reading fluency, phonics, hold a sentence, handwriting, writing, mental maths, maths)
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs

### Wider strategies

1. Readiness to learn: develop use of well being techniques across the school, use of Elli characters for the children to identify themselves as effective learners, pupils involvement in Star Week self-reflection
2. TAs trained and equipped to run SEMH interventions (Lego therapy, play therapy, ELSA, forest school, Sport intervention, music therapy, relax kids)
3. Parental engagement through updates, report writing and contact home.

## Monitoring and implementation

Category::	<u>Quality of teaching</u>		
Intervention	<ol style="list-style-type: none"> <li>1. Promoting self-led professional development: through research teams and 'growing great teachers' leadership style</li> <li>2. Targeted staff CPD based on improving the teaching of maths/ English through coaching triads/ ECT support, moderation</li> <li>3. Support for early career teachers: a developmental programme aimed to enhance effective teaching.</li> </ol>		
Intended outcomes:	Improve the quality of teaching in every class to ensure effective teaching across the school	Success criteria:	Every teacher has been judged 'good-outstanding' by internal assessment
Staff lead:	Growing Great teachers leads/ Phase leaders/Subject leaders/ ECT lead		
Implementation	<p>All staff with engage in team approach to school improvement, in line with School improvement priorities. Priorities for learning established in liaison with their performance manager and take into consideration any appraisal or monitoring feedback. Cover provided where necessary. Growing Great Teachers leaders will line manage members of staff- including professional discussions, additional CPD</p> <p>New staff will be included in research team projects, altered in light of previous outcomes and current school improvement plan.</p> <p>Performance managers will continue to meet and monitor staff performance regularly. All Leaders to update teachers' Growth Plan- targets taken from these</p> <p>All staff to engage in relevant CPD</p> <p>Staff to engage in lesson observation triads to develop best practise- cover time to enable this. ECT lead- to ensure a full programme of support delivered in in line with developing teachers and school's priorities. Staff to engage in collaborative projects an across the Academy Trust</p>		
Anticipated Expenditure	£15,500	Actual Expenditure	
Challenge	Allow enough time for staff professional development	Mitigating Action	Use Inset days and staff meeting time to cater for needs/ Additional cover provided by SLT where necessary. ECT additional time.
Supporting Research	The EEF supports a whole school approach in equipping staff to deliver high quality teaching in the first instance:		

	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.' EEF</p> <p>Staff CPD priorities:  Metacognition +4mths  Improving working memory +3mths  Use of formative assessment +2mths  Diagnostic teaching +2mths</p>		
Review Notes	Autumn	Spring	Summer
	<ul style="list-style-type: none"> <li>ECT programme</li> <li>Curriculum 'champions'</li> <li>Teacher Growth plans effective in identifying key areas of support</li> <li>AHT Teaching and learning lead support ECTs</li> <li>'Teams' approach and engagement to subject development and leadership</li> <li>Performance management</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of ECT programme</li> <li>Curriculum champions continuing to promote and lead subjects</li> <li>Development of teacher growth model and successful PMs</li> <li>Coaching triads for ECTs</li> <li>Moderations</li> <li>Positive outcomes from monitoring and pupil voice</li> <li>Progress seen across curriculum</li> <li>Mid-Year data capture</li> </ul>	<ul style="list-style-type: none"> <li>Successful completion of ECT year 1</li> <li>All monitoring indicates good progress made through quality first teaching</li> <li>Data shows year groups hitting end of year targets</li> <li>Coaching triads successful</li> <li>Teaching across the school judged to be good- outstanding</li> </ul>

Category:	<u>Targeted academic support</u>		
Intervention	1. Use of non-class based TAs for targeted academic support based on pupil gaps and identified need through ongoing teacher assessment 2. Timetabled Catch Up Keep Up (CUKU) sessions aimed to maintain/ accelerate progress 2. Small interventions: planned to address core subject needs (reading fluency, phonics, hold a sentence, handwriting, writing, mental maths, maths) 3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs		
Intended outcomes:	Children at risk of falling behind are quickly identified and CUKU sessions are aimed at closing the gap.	Success criteria:	CUKU/ intervention/ 1;1 support sessions help to accelerate progress so

	Specialist tailored provision will ensure all learners have their needs met		that good rates of progress are maintained overall. All children have the means and experience to help them progress.
Staff lead:	<b>ELT oversee- class teachers.</b> <b>AM as assessment lead</b> <b>Subject leaders</b>		
Implementation	SLT- work with teachers to identify key groups of children for TA lead intense intervention- ongoing and updated regularly. Each cohort to have a plan of CUKU sessions- children who are 'at risk' will be identified to participate in sessions. Class teachers to monitor impact within the class and will make arrangements for additional sessions when necessary. Additional teacher distributed to identified groups, based on SIP and analysis of data. Class teachers will create interventions to suit the needs of their children – whole class feedback sheets and pupil Gaps reviews will be used to identify needs for groups of pupils. Subject leaders will keep class teachers up to date with effective forms of intervention through ongoing CPD. Key Stage leaders/ Subject leaders to monitor provision. Data lead to work with teachers to monitor rates of progress. SLT- monitor provision and impact of TA lead interventions.		
Anticipated Expenditure	£32,000	Actual Expenditure	
Challenge	Ensure class teacher are assessing accurately and catering for additional need effectively  Non-class based TAs- impact to accelerate learning	Mitigating Action	Allow release time for subject leaders/ line managers to assess. SENCO to monitor provision plans
Supporting Research	'Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.' EEF  Reading fluency Project +2 mths Reciprocal reading +2mths Maths mastery interventions+2mths Interventions to improve working memory +3mths		
Review Notes	Autumn	Spring	Summer

	<p>Cohort provision maps and pupil 'Gaps' Meetings show that needs are being identified and catered for well. There is a range of interventions and regular CUKU happening.</p> <p>Non-class based TA led interventions monitored and adjusted accordingly to suit pupil groups focus and need.</p> <p>Continue to provide Online learning support to children absent for medical/ emergency reasons.</p> <p>Reading fluency, RML and Number Sense- working effectively as Whole school interventions.</p> <p>Dyslexia Gold, Lightning Squad- effective for targeted groups</p> <p>Additional adults in each cohort supporting application of CUKU in reaction to formative assessment on whole class feedback sheets</p>	<p>SLT monitoring of provision shows that pupils 'at risk' of falling behind are being supported through targeted interventions</p> <p>TA led smaller group intervention- monitoring for high impact</p> <p>Reading fluency, RML having most impact</p> <p>Dyslexia gold- some progress but not rapid</p> <p>Lightning squad- more rapid progress seen</p> <p>Number sense effective where used- look at implementing further maths support</p> <p>Distribution of additional adult help to match priority cohorts and needs based on mi-year data</p>	<p>End of year data and Progress measures shows cohorts achieving end of year targets set.</p> <p>Although progress of PP non SEN group is good, there remains a focus for further acceleration to bring in line with ARE</p> <p>Dyslexia Gold- not to continue</p> <p>Lightning squad, reading fluency, RML, number sense, hold a sentence - effective and impactful interventions</p> <p>Develop further numeracy, handwriting and spelling interventions for next academic year</p> <p>TA small group intervention most effective where this happens within the class built on to quality first teaching</p>
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Category:	<u>Wider strategies</u>
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Intervention	<ol style="list-style-type: none"> <li>1. Readiness to learn: develop use of well-being techniques across the school, use of Elli characters for the children to identify themselves as effective learners, pupils' involvement in Star Week self-reflection</li> <li>2. TAs trained and equipped to run SEMH interventions (Lego therapy, play therapy, ELSA, forest school, Sport intervention, music therapy, relax kids)</li> <li>3. Parental engagement through updates, report writing and contact home. FLO support available to further engage families who are struggling.</li> </ol>		
Intended outcomes:	<p>The Growing Great Learners ethos is shared across the school, Elli characters are used to reinforce this.</p> <p>Equip children with emotional literacy in order for them to express emotional needs and become more able self-regulate</p> <p>Supportive parents who feel empowered to help their children at home as well as in school</p>	Success criteria:	<p>Children can evaluate themselves against the Outstanding Learner qualities, and use this to be effective learners</p> <p>Children/ families receiving support; children able to self-regulate and become more emotionally able to focus on learning</p> <p>Parent voice shows a positive response to school and their children's experiences/ emotional support and progress.</p>
Staff lead:	ELT- Behaviour lead / SENCO/ Nurture lead		
Implementation	<p>Whole staff CPD on further developing 'Growing Great Learners' through character development- Behaviour and attitudes section of school SIP.</p> <p>ELLI characters-are an effective way to engage, challenge and reward pupils, with regards to their attitudes to learning.</p> <p>Behaviour lead- increased focus on actions from internal monitoring and introduction of behaviour coaches</p> <p>English Lead release time to monitor use of Reflective Roo – children's self-evaluation skills</p> <p>Teacher termly release time for Star week conversations- in which the children will be reflective and use ELLI characters to reflect on learning styles</p> <p>Release time for subject leaders to continue monitoring and evidence gathering : teaching, progress in books, pupil/ parent voice.</p> <p>External moderation- FGT / SIAMS</p> <p>Whole school- Following Staffordshire Trauma Informed and Attachment Aware Accreditation- SENDCo monitor Emotion Coaching in action and interventions/ provision for vulnerable pupils.</p> <p>2x TAs 6 afternoons ELSA support</p> <p>FLO- to support families in need</p> <p>TAs release time to provide interventions as and when needed: Lego therapy/ PlayMobile Therapy/ bereavement/ nurture/ Zones of Regulation/Forest school etc. Whole school membership to Calm Brain</p> <p>SENCO/ Nurture release time to monitor impact. Gather, analyse and act on pupil/ parental voice</p> <p>SENCO release time for PEP/ LAC/ EHCP reviews</p> <p>Joint SEND Parents evenings x 3 yearly</p> <p>Teachers to produce 1x half yearly update and 1 x end of year written reports</p> <p>SENCO/ FLO/ nurture lead to regularly review and update advise for parents available through school web-site and support process within school</p> <p>SENCO/ ELSA/ FLO release time to meet with parents based on need attend updates/ SEND Hub meetings</p>		

Anticipated Expenditure	£12,00	Actual Expenditure	
Challenge	Differing type/ needs for SEMH support. Engagement of hard to reach families	Mitigating Action	Ensure key staff up to date with external support available/ Attendance at SEN Hub. Regularly update website and key families of support.
Supporting Research	<p>'Wider strategies relate to the most significant non-academic barriers to success in school including attendance, behaviour and social and emotional support' EEF</p> <p>Texting parents +1mth</p> <p>Using formative assessment +2mths</p> <p>Supporting SEMH- evidence shows that children who have SEMH needs, need to receive support for this in order for them to make effective academic progress.</p> <p>Specific SEMH interventions +5 mths</p>		
Review Notes	Autumn	Spring	Summer
	<p>Whole school Inset &amp; relaunch of ELLI character and growth mindset.</p> <p>Implementation of '100% rule' to improve behaviours for learning in reaction to observations of this during 1<sup>st</sup> few weeks of academic year.</p> <p>ELSA- 6 afternoons given, this need has increased- CN additional am sessions given</p> <p>SENDCo release time= attended all meetings, resulting in additional external support where needed.</p> <p>STIAA training delivered across the Trust</p>	<p>Progress in action plan of developing pupil character going well</p> <p>Behaviour records show a reduction in incidences</p> <p>Behaviour and PD lead impacting</p> <p>Monitoring evidences majority of PP group participating in extra curriculum activities</p> <p>Enrichment activities provided to expose all to enriched curriculum</p> <p>SENDCo, supported by assistant SENDCo in attending area and national meetings.</p>	<p>See evaluation of Behaviour and Pupil development plan</p> <p>ELSA- successful impact this year. Monitor next year as change of ELSA lead</p> <p>Successful programme of supporting PP group enrichment- analysis of inclusion shows 100% engagement</p> <p>Let your Light Shine page working well</p> <p>Praise postcards &amp; texts home</p> <p>FLO intervention</p> <p>Calm Brain – Well Being lead to develop next year</p>



		Analysis of provision internal and external for vulnerable group shows increased percentage of support	
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