

Pupil premium strategy statement - Etone College

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	967 (Yrs 7 – 11)
Proportion (%) of pupil premium eligible pupils	33% (32.5% of whole 7-11)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 – 2025 2025 – 2026 2026 - 20227
Date this statement was published	31st December 2024
Date on which it will be reviewed	20 th November 2025
Statement authorised by	I Smith
Pupil premium lead	D Clinton
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 283, 500
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 283, 500

Part A: Pupil premium strategy plan

Statement of intent

At Etone College our core aim is “Progress for all”. We strive to ensure each pupil achieves regardless of background. We also want our pupils to become well rounded and active citizens. Through our shared values that make an Etone Learner, we develop them to become caring, courteous, trustworthy learners who have self-belief and show integrity. We provide for their on their academic attainment and progress whilst supporting their attendance and their engagement in wider school life.

We recognise that nationally disadvantaged pupils are the ones who are less likely to have achieved the expected standard at KS2 (In 2023, 22 percentage points fewer disadvantaged pupils achieved the expected standards in reading, writing and maths at the end of KS2 when compared to other pupils - 44% compared to 66%

<https://www.suttontrust.com/wp-content/uploads/2024/02/Closing-the-attainment-gap.pdf>) which indicated that they are less likely to secure their projected outcomes and our intention is the use the Pupil Premium funding to ensure that our disadvantaged pupils achieve as highly as their non-disadvantaged peers (Nationally in 2023, 25.2% of disadvantaged pupils achieved grades of 5 or above in English and maths GCSEs (a strong pass). This is less than half of the proportion of non-disadvantaged pupils (52.4%) <https://www.suttontrust.com/wp-content/uploads/2024/02/Closing-the-attainment-gap.pdf>) .

‘Quality first teaching’ is the main focus of our approach, and we intend that all of our pupils experience good teaching day in and day out, particularly those pupils who are disadvantaged. This approach is the one that has been proven to have the greatest impact on educational outcomes for all pupils and so we expect all pupils to make progress and for the gap between our disadvantaged and non-disadvantaged pupils to close.

We also recognise that those pupils who are disadvantaged and high attainers are less likely to secure the highest educational outcomes in their GCSEs than their non-disadvantaged peers who are also high attainers, if left unattended. It is imperative that using our ‘quality first teaching’ approach all pupils are sufficiently challenged in lessons and that any gaps in educational outcomes are recognised at the earliest opportunity to ensure appropriate interventions are put in place, reducing the difference in outcomes at Key Stage 4 and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Literacy/numeracy skills on entry.
2	Attainment gap between PP and non-PP peers in 9-1 qualifications
3	Attendance and punctuality of disadvantaged pupils.
4	Limited access to resources to support studies.
5	Cultural capital and aspirations amongst pupils with no history of tertiary education can be lower than their peers
6	Careers aspiration of pupils who will be the first to attend third level education
7	Access to enrichment opportunities and extracurricular activities.

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
1. To improve literacy and numeracy skills for our Year 7 on entry.	PP pupils' reading scores to fall in line with their non-PP peers. Pupils numeracy scores to fall in line with their non-PP peers.
2. Increased progress of our PP pupils to close the gap between them and their non-PP peers	Our Year 11 results will show a narrowing in the progress 8 scores for our PP and non-PP pupils.
3. Attendance and punctuality of PP pupils in line with their non-PP peers	Pupils who are PP will have the same average attendance as their non-PP counterparts. Aim to bring attendance for all pupils in line with national attendance figures as a minimum.
4. All pupils have access to high quality resources to aid learning and access to high quality extracurricular activities.	All pupils have access to the correct resources and materials for learning and opportunities to enrich beyond the curriculum.
5. Raised aspirations and variety of opportunities available to all pupils.	All PP pupils in Year 11 will have early access to careers interviews and any external visits will be discreetly partly funded by the school
6. PP pupils' attendance to extracurricular to increase	Provide a broad range of extracurricular opportunities to encourage a greater

	number of PP pupils to attend extracurricular enrichment.
7. Strengthen home-school links to support learning outside the classroom	Provide parental workshops on how to support learning at home, including guidance on revision strategies, accessing revision resources on the website and use of the communication tools to remain informed.

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: £ 212,625

Activity	Evidence that supports this approach/breakdown of strategy	Challenge number(s) addressed
Supporting evidence: “Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school.” All of our initiatives are supported by the Education Endowment Foundation Teaching and Learning Toolkit and Guidance Reports		
Framework of CPD to raise and sustain the quality of teaching across the school.	<p>Effective teaching and learning will ensure that all pupils, including those that are pupil premium, make the required progress or greater.</p> <p>Supporting evidence:</p> <ol style="list-style-type: none"> 1. Effective professional development: Effective Professional Development EEF (educationendowmentfoundation.org.uk) 2. Feedback: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback 3. Metacognition and self-regulation: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) 4. Improving literacy: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) 	1,2,4,5

<p>School quality assurance and academy trust quality assurance programme to ensure standards are maintained.</p>	<p>The school's structure of quality assurance and monitoring ensures that the curriculum is delivered consistently across subject areas and that school policies and CPD are implemented.</p> <p>Our belief, and evidence has shown, is that Quality first teaching has the most significant impact on the progress of pupils. This will not only have a significant impact on our PP pupils but will impact all pupils positively.</p>	<p>1,2,3,5,</p>
<p>Bespoke support for ECT, RQT and newly inducted staff.</p>	<p>1. Effective professional development: Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>All of our Early Career Teachers have bespoke CPD and are assigned a school-based mentor to ensure that they can deliver high quality lessons to our pupils</p> <p>Our recently qualified teachers also have a school-based mentor who helps them to guide their career progression and further develop their classroom practices.</p>	
<p>Implementation of the EEF learning behaviours which is woven throughout the our CPD programme.</p>	<p>EEF learning behaviours guidance reports are integrated into our 2022-2023 CPD programme. These are delivered by the leads in those areas</p> <ol style="list-style-type: none"> 1. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) 2. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) 3. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) 	<p>1,2,6</p>
<p>Enhancement of our KS3 curriculum using guidance from the National Curriculum and subject associations to ensure pupils have secure foundations for their GCSE courses.</p>	<p>All national curriculum subjects have reviewed the content, sequence and delivery of their key stage 3 curricula using the national curriculum guidance as the primary sources and enhancing from there.</p> <p>The national curriculum: Key stage 3 and 4 - GOV.UK (www.gov.uk)</p> <p>Clear progression pathways to key stages 4 and 5 have been developed ensuring that all pupils have equal opportunities to access a balanced curriculum.</p>	<p>1,2</p>
<p>Recruitment of additional staff in core subjects to ensure that class sizes are</p>	<p>Increased staffing in the core faculties will enable us to create teaching groups that are slightly smaller than average. This will allow teachers to plan to meet the needs of all individuals in the classroom.</p>	<p>2</p>

maintained at current levels.		
CAT4 tests, New Group Reading Test (NGRT), Bedrock, Lexonik and Accelerated Reader used to track pupils' progress and direct targeted and evidence-based interventions.	<p>Regular tracking an intervention with standardised assessments will enable leaders and faculty leaders to reduce the gap in PP and non-PP performance academically and reduce the difference in reading ages</p> <p>Standardised tests will produce targets for year groups where there is no current accurate KS2 data. These tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support.</p> <p>Lexonik and Fresh start programmes have begun this year to bring the Year 7 literacy skills in line with their peers. This will target both PP and non-PP pupils.</p> <p>Accelerated Reader and Bedrock Learning are embedded into the KS3 English curriculum</p>	1,2
Lead for whole school literacy and numeracy	Recruitment of a nominated lead for literacy, including a link to the senior leadership team to promote and drive whole school literacy initiatives. Evidence has shown that increasing pupils' ability to read and comprehend text leads to greater academic achievement.	1,2,3

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

Budgeted cost: £ 35,437.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Buddies programmes	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>For all pupils, including our PP pupils, in need of extra support sessions are arranged for peer reading using Year 10 and Sixth form pupils as reading role models.</p>	3
Targeted pastoral support programmes	<p>Attendance interventions to improve pupils' percentage attendance to school.</p> <p>Rewards programmes to encourage to aim for 100% attendances throughout the academic year.</p> <p>In-house Wellbeing programmes</p> <p>Support challenging pupils (Reduce Hotspots/Time Out/Fixed Term Exclusions)</p>	2,3,6

	<p>Motivate disengaged pupils</p> <p>Improve individual social skills, self-esteem, confidence</p> <p>In house mentoring of pupils – specific targeting of PP pupils.</p>	
Employment of mental health leads	<p>In-house Wellbeing programmes</p> <p>Support challenging pupils (Reduce Hotspots/Time Out/Fixed Term Exclusions)</p> <p>Motivate disengaged pupils</p> <p>Improve individual social skills, self-esteem, confidence</p> <p>Social and Emotional Learning (EEF +4 months) Social and emotional learning Toolkit Strand Education Endowment Foundation EEF</p>	3
Access to resources for lessons and at home	<p>Provide resources to support Pupil Premium pupils both within lessons and at home – e.g. equipment, calculators, textbooks, revision guides, subscriptions to online platforms. Visualizers in all faculties to support modelling and review of learning.</p>	4

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

Budgeted cost: £ £ 35,437.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruit 4 assistant heads of house to lead on attendance and punctuality across the school</p> <p>Regular meetings between HoH and assistance HoH to address attendance</p>	<p>Pupils need to be present at school and attending lessons to make the required progress. Attending school also provides opportunities for socialisation, enrichment activities and also supports mental health and wellbeing.</p> <p>School attendance guidance (publishing.service.gov.uk)</p>	3

<p>and punctuality concerns. Attendance officer employed to address pupils with lower attendance and those at risk of becoming persistently absent.</p>		
<p>Rewards to improve attendance and punctuality with increased parental engagement for pupil attendance and punctuality.</p>	<p>Pupils need to be present at school and attending lessons to make the required progress. Attending school also provides opportunities for socialisation, enrichment activities which also supports mental health and wellbeing.</p> <p>School attendance guidance (publishing.service.gov.uk) https://researchschool.org.uk/durrington/news/the-evidence-base-behind-attendance-interventions</p>	<p>3</p>
<p>Employment of impartial careers service to provide high quality support to year 11 and 13 pupils as an initial priority and then those pupils in year 10 and year 12. Pupil premium students are given priority interviews at the early stages and careers lead engages heavily with those at risk of being NEET. These pupils are also assigned a staff mentor to support their applications to</p>	<p>When pupils have greater knowledge of what is available to them in the area and also have secured multiple places for their future learning they are more likely to remain in education, employment and training.</p>	<p>5</p>

sixth form or college.		
Travel support for pupils who live far from school to ensure that they arrive promptly for learning	Pupils who have barriers to attendance need those removed. Support with attendance to school via public transport will allow these pupils to attend and be more successful	3
Pastoral staff to monitor data for early identification of those pupils at risk of suspension and exclusion. Pastoral staff to identify bespoke programmes of intervention, beyond those offered in our success centre, to reduce these risks.	<p>Pupil premium pupils are disproportionately represented in our suspension and exclusion data. Our aim is to reduce the number of suspensions of this cohort of pupils through the use of targeted supportive and behavioural interventions.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/engage-in-education</p> <p>Establishment of the Tigers programme. This involves working alongside pupils in order to remove barriers to learning and to help pupils achieve their full potential. This is achieved through 1 to 1 mentoring sessions as well as working with small groups of pupils to deliver a programme of support. This model has been developed within our trust and will be adapted and implemented at Etone https://tgbs.co.uk/tigers-programme/</p>	2, 3, 5
Monitoring of pupil attendance to extracurricular activities, subsidies to clubs which pupil premium pupils attend to maintain and improve the attendance of this group of pupils.	<p>Pupil premium pupils, from internal data, in 23-24 were less likely to sustain attendance at an extracurricular club.</p> <p>https://www.sec-ed.co.uk/content/best-practice/extracurricular-activities-staffing-scheduling-and-the-pupil-premium/</p>	6
Engaging parents in support workshops and engagement events.	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Events such as Year 7 settling in evening, MacMillan Coffee Morning, Mince Pies and Carols, Parental online workshops for careers, revision and reading.</p>	7

Total budgeted cost: £ 283, 500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment:

As a school we continue to work towards closing the gap on Pupil Premium attainment when compared to their non-disadvantaged peers. From the 2023/24 results the gap was -0.25. This shows a significant narrowing from the first data series post-pandemic (2021/22) which stood at -0.75, essentially meaning our disadvantage pupils achieve on average half a grade higher.

The average P8 score for our Pupil Premium pupil is -0.17 (Sisra says this is -0.03 – Worth checking as I'm guessing you have it from a DfE document or something but just wondered) for 2023 – 2024. This shows a slightly negative progress score for the cohort. The confidence range of this data is large at 0.88 (1.05 if above data correct).

The Warwickshire average for disadvantaged pupils in 2023/24 was -0.57 (from available data <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance#dataBlock-78e93a6c-f06c-4c08-a0c1-8a12bac2df4e-tables>) our disadvantage pupils achieve significantly over their counterparts in other provisions across the county.

Warwickshire disadvantaged pupils achieved an average attainment 8 score of 36.7 compared to Etone at 44.1 from the same data set.

The proportion of our disadvantaged pupils entered for the EBACC was 54.2% which is significantly greater than the indicative proportion nationally at 28.6% (<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance#dataBlock-78e93a6c-f06c-4c08-a0c1-8a12bac2df4e-tables>) .

56.1% of PP pupils achieved a grade 4 or above in English and Maths with 41.5% achieving a grade 5 or higher in both which again compares positively to a Warwickshire average of 5+ of 28% (<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance#dataBlock-78e93a6c-f06c-4c08-a0c1-8a12bac2df4e-tables>).

Our specific targets for the academic year 2024/25 are to further close the gap in performance of PP pupils in modern languages and increase the proportion of PP pupils in maths and English achieving a grade 5 and higher.

In 2023-24 the use of the New Group Reading Tests has allowed for targeted literacy interventions that more sharply addressed specific areas of concern for example reading comprehension. The use of Lexonik, Bedrock learning and accelerated reader allowed our pupils to reach the same literacy levels as their peers. The introduction of

Fresh Start for 2024 – 2025 and our comprehensive reading suite throughout the curriculum including Form Time Readers, Reading Protocols and Curriculum Comprehension strategies will help raise the literacy levels of all pupils.

Careers:

All pupil premium pupils had access to an external, impartial careers advisory programme. Our Year 11 pupils have had access to a minimum of 1 careers intervention. All pupils secured a destination at level 3 in our 6th form, another local provider or an apprenticeship.

For the academic year 23 -24 there were no pupils in our Year 11 cohort identified as not in education, employment and training (0% NEET).

Attendance

In 2023-2024 the national attendance figures for state-funded secondary schools was 91%

The percentage attendance for FSM pupils in the school for the academic year 2023 to 2024 is 2% higher than national data for FSM pupils, with FSM persistently absent pupils decreasing by 5% from the previous year and 3% above the national FSM persistently absent figures, this allows for us to continue to narrow the gap for our learners in comparison to the national picture. Attendance drives that were planned for 2023 -2024 had positive impacts on the weekly attendance figures. Bespoke interventions carried out by the attendance team has supported to remove individual barriers for pupils which has led to the above reduction in persistently absent figures. There are more planned for the academic year 2024/25 such as the 12 Days of Attendance competition in the run up to the Christmas break and Eggcellent Attendance at Easter. Our Assistant Heads of House will also be running programmes to encourage more pupils to attend and mentor those at risk of persistent absence.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Bedrock Learning	Bedrock Learning, Kiln House, Pottergate, Norwich, NR2 1BZ
Accelerated Reader	Renaissance, Vantage London, Great West Road, Brentford, TW8 9AG
Lexonik	Lexonik, Victoria House, Pearson Way, Thornaby, Stockton-on-Tees, TS17 6PT