



Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium) funding for the 2023 to 2026 academic years 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. The impact of the previous year's strategy can be found in the Pupil Premium Evaluation and Impact Report 2022-23.

School overview

Detail	Data
School name	Etruscan Primary School
Number of pupils in school	464 (inc nursery)
Proportion (%) of pupil premium eligible pupils	236 (incl 29 EYPP) 51%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 to 2025/2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Chris Crook
Pupil Premium Lead	Laura Tranter
Governor / Trustee lead	Julie Thompson

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£272,085
Early Years premium funding allocation this academic year	£ 4,427 (estimated)
Recovery Premium funding allocation this academic year	£ 27,115
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£303,627

Part A: Pupil Premium Strategy Plan

Statement of Intent



THE ORCHARD COMMUNITY TRUST MISSION

'Together we learn, grow and achieve'

The Orchard Community Trust is a partnership of five primary academies and 2 special school academies.

Our priority is improving the life chances of all children, wherever in the City they may be.

Our shared vision and mission is to have fully inclusive schools working in our Trust, that embrace all stakeholders and which celebrate individuality and success by offering a high-quality education and a range of opportunities, meaning everyone makes excellent progress.

To achieve this, we will work in partnership across our academies, offering each other support and encouragement.



At Etruscan Primary School, we live by our mission statement:

'Reach for the Stars'

This is at the heart of all we do and is underpinned by our school values of Reach - **R**espect, **E**njoyment, **A**chievement, **C**ollaboration, **H**onesty.

We have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We have a clear rationale that the best way to meet the needs of all pupils is through Quality First Teaching to ensure they make good progress and achieve well across all subject areas. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits all pupils in our school.

We consider the challenges faced by all our vulnerable pupils, such as those who are known to Social Care, those who are young carers, those who are EAL Beginners, those who have suffered trauma such as asylum seekers and refugees and those affected by mobility.

It is our belief that all children should have equal entitlement and opportunity to access a wealth of experiences which develop skills and abilities, build their resilience and encourage a love of learning. All members of staff and governors accept responsibility for all pupils and are committed to meeting their pastoral, social and academic needs within a stable, consistent, nurturing and caring environment where children feel safe. We recognise that not all of our children who are socially disadvantaged are registered for, or qualify for, Free School Meals. When making decisions on allocating Pupil Premium funding, we therefore target all pupils who may be disadvantaged so they too are supported to thrive.

Our strategy is integral to wider school plans for education recovery, notably targeted support through School Led Tuition for selected pupils.

Our approach is rooted in robust diagnostic assessment. The approaches we have chosen to adopt are rooted in research and complement each other to help pupils succeed.

Objectives:

- Nurture positive relationships with all pupils and families.
- A relentless focus on providing Quality First Teaching.
- Use Pupil Premium funding to achieve academic excellence for all pupils who are disadvantaged so they are ready for the next stage of their education and beyond.
- The learning environment is supportive of disadvantaged pupils' needs, ensuring they have access to the resources they need.
- Pupils' cultural capital is enhanced through access to a range of enrichment opportunities to complement and enhance pupils' educational experiences.
- A whole school approach is in place in which all staff and governors take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve.
- Research evidence informs approaches to addressing disadvantage.
- There is a clear focus on improving pupils' vocabulary and communication skills.
- Provide excellent pastoral care for all disadvantaged pupils.

Our Pupil Premium Strategy Plan works towards achieving the objectives through:

- Ensuring the teaching of vocabulary and communication skills across the school is systematic and is embedded in Quality First Teaching.
- Addressing any gaps in learning associated with the Covid19 pandemic.
- Ensuring access to educational resources and experiences for all disadvantaged pupils across all subject areas.
- Targeted academic support for disadvantaged pupils, including interventions and small group tuition.
- Provision of strategies to support disadvantaged pupils with their attendance and wellbeing, including the Magic Breakfast Club and nurture practices..
- Addressing social and emotional health issues explicitly in class teaching across the curriculum and in targeted small groups.
- Promoting metacognitive practices.
- Providing a wide range of extra-curricular experiences to broaden pupils' horizons and understanding of the world.

“Every child deserves a champion - an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.” Rita Pierson, Educator

Challenges

This details the key challenges to achievement identified by the school.

	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from nursery through to end of KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<p>In reading, assessments and observations indicate underperformance for many disadvantaged pupils with regard to comprehension, including inference, and reading fluency.</p> <p>In EYFS and KS1, assessments show that many pupils are performing below national expectations. This negatively impacts their development as readers and writers.</p> <p>Discussions with pupils indicates that many pupils do not have reading books at home to promote the love of reading.</p>

3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in writing in KS1 and KS2</p>
4	<p>Internal and external assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, between 60% - 100% of our disadvantaged pupils arrive below age-related expectations compared to 40% - 50% of other pupils.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the isolation of lockdown periods, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased. 35 pupils (25 of whom are disadvantaged) currently require additional support with social and emotional needs, with 14 (10 of whom are disadvantaged) receiving small group interventions.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been 3% lower than non-disadvantaged pupils.</p> <p>In 2022/23 pupils who are 'persistently absent' 74% of these are disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
2. Improved reading and phonic attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that at least 65% of disadvantaged pupils met the expected standard.
3. Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2024/25 show that at least 44% of disadvantaged pupils met the expected standard.
4. Improved maths attainment for disadvantaged pupils in all key stages	KS2 maths outcomes in 2024/25 show that at least 68% of disadvantaged pupils met the expected standard.
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • significant participation in enrichment activities, particularly among disadvantaged pupils
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Increased attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below the national figure of 20.3% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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

Budgeted cost: £25868

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintenance of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Read Write Inc</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand EEF</p>	<p>2,3</p>
<p>Enhancement of our writing curriculum in line with EEF guidance.</p> <p>We will provide each child with a copy of the book used in their writing lessons each term/ half term.</p>		<p>3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance</p> <p>We will fund teacher release time to embed key elements of guidance in school.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p>

<p>Embedding explicit instruction across the school curriculum. This will support pupils to gain clarity in learning and consolidate understanding.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests explicit instruction is inexpensive to implement with high impact on pupil outcomes:</p> <p>EEF SEND in Mainstream Guidance Report</p>	<p>1, 2, 3, 4</p>
<p>Pupils new to English are supported in their language acquisition e.g. by Racing to English, Flash Academy</p> <p>Teaching assistants support new arrivals and ensure that they develop socially and emotionally as well as supporting their language development.</p>	<p>EEF EAL and Educational Achievement in England</p> <p>Flash Academy and Racing to English have been successfully used with pupils at both primary and secondary levels and with pupils who have hearing impairments and special learning needs (SEND)</p>	<p>1, 2, 3, 4</p>
<p>Use EEF guidance on engaging with parents in their children's learning with a particular focus on the development of reading habits to implement strategies across the school.</p>	<p>EEF engagement with parents guidance (+3 months)</p>	<p>1, 2</p>

Targeted academic support

Budgeted cost: £169,056

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3</p>
<p>Support staff to be deployed effectively across the school to close gaps.</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3 to 4 months' progress (EEF, Making The Best Use of TAs).</p>	<p>1, 2, 3, 4</p>
<p>Targeted small group tuition for key knowledge and skills in each year group.</p> <p>One to one support for identified children eg RWI 1:1 interventions, 1:1 behaviour support.</p>	<p>The EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions are powerful tools for supporting pupils.</p> <p>The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months.</p>	<p>1, 2, 3, 4</p>
<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Learning Mentor support is provided to targeted pupils.</p>	<p>EEF 'Social and Emotional Learning' says SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>1, 2, 3, 4, 5</p>

Wider strategies

Budgeted cost: £121,071

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Home/School Link worker employed along with enhanced Education Welfare Officer traded service.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>The school aims to fund the trip by at least 30%.</p>		
<p>All nursery pupils are offered 30 hours a week.</p>		
<p>All pupils have access to free breakfast in their classrooms.</p> <p>Reintroduce Breakfast Club and target Pupil Premium children from January 2023.</p>	<p>'Breakfast is a crucial part of every child's day. It affects everything from memory to creativity in the classroom. Children who go hungry are more inclined to become distracted from learning at school, or give up more easily when faced with challenges.' Fleck 2018</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Wide variety of activities available, including non-academic clubs delivered by staff with</p>	<p>EEF Life Skills and Enrichment</p> <p>Enrichment opportunities can impact on attainment.</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>specific skills in those areas.</p> <p>Pupils have access to extra-curricular activities for which there may be a financial barrier, for example dance.</p> <p>Places at extra-curricular clubs are offered to children eligible for Pupil Premium funding before other pupils. Registers are monitored for the uptake of children eligible for Pupil Premium funding.</p>	<p>Allocating time to enrichment activities motivates pupils who have difficulty viewing some aspects of the curriculum as relevant to their needs and provides them with opportunities to 'shine' in non-academic areas.</p>	
<p>Further develop parent workshops both in school and with external agencies/projects.</p> <p>Encourage 'family reading' through developing library provision and classroom workshops</p>	<p><u>EEF Engagement with parents guidance (+3 months)</u></p> <p>Parental engagement has a positive impact on average of 4 months' <u>additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</u></p>	<p>1, 2, 3, 4, 5, 6</p>

Detail	Amount
Teaching (for example, CPD, recruitment and retention)	
Targeted academic support	
Wider strategies	
Total costings for this academic year	

Review of outcomes in the previous academic year

Pupil Premium Strategy outcomes

This details the impact that our Pupil Premium strategy had on pupils in the 2022/2023 academic year.

Assessment Data – 2022/23

Foundation Stage (2019-2023)

GLD	2023							
	School All pupils	National All pupils	School Pupil Premium	National Pupil Premium	School Boys	National Boys	School Girls	National Girls
% achieving a good level of development (expected or exceeding in all 3 prime areas plus literacy and mathematics)	46%	67.2%	61%	51.6%	33%	60.6%	62%	74.2%

Year 1 Phonics Screen 2023

	2023					
	School All pupils	National All pupils	School Pupil Premium	National Pupil Premium	School SEN	National SEN
% Year 1 achieving 'Wa' level	74%	90%	81%	67%	0%	42%

Key Stage 1 2022 - 2023

	2022					
	School All pupils	National All pupils	School Pupil Premium	National Pupil Premium	School SEN	National SEN
% achieving the expected standard in Reading	48%	69%	42%	53.9%	14%	28.0%
% achieving a higher level of attainment in Reading	3.6%	19%	0%	9.1%	0%	4.0%
% achieving the expected standard in Writing	39%	61%	25%	44.4%	14%	19.0%
% achieving a higher level of attainment in Writing	3.6%	8%	0%	3.3%	0%	1.0%
% achieving the expected standard in Mathematics	48%	56%	42%	55.7%	14%	32.0%
% achieving a higher level of attainment in Mathematics	5.4%	16%	4%	7.7%	0%	5.0%

Key Stage 2

	2023					
	School All pupils	National All pupils	School Pupil Premium	National Pupil Premium	School SEN	National SEN
% Achieving the expected standard or above in Reading	60.3%	73%	54%	60	0%	39%
% Achieving the expected standard or above in Writing	43.1%	71%	42%	58	0%	29%
% Achieving the expected standard or above in Mathematics	67.2%	73%	67%	59	0%	36%
% Achieving the expected standard or above in Grammar, Punctuation and Spelling	74%	72%	75%	59	0%	33%
% Achieving the expected standard or above in Reading, Writing and Maths combined	40%	59%	38%	44%	0%	20%

Externally provided programmes

Programme	Provider
Non purchased	