

Pupil premium strategy statement – Etherley Lane Primary School

This statement details our school's use of pupil 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	212
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	1 st September 2025, 2026, 2027
Statement authorised by	
Pupil premium lead	Kelly-Ann Lee
Governor / Trustee lead	Lynn George

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£155,550

Part A: Pupil premium strategy plan

Statement of intent

Our aim for all of our children, including those eligible for Pupil Premium, is to increase academic achievement, particularly in Phonics and Reading as well as supporting children to reach their full potential through an ambitious, broad and balanced curriculum in order to provide high quality, enriching and inspiring learning opportunities.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We aim to ensure that all children eligible for Pupil Premium receive immediate and consistent support before and after teaching opportunities as well as targeted intervention where needed. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they meet the criteria for Pupil Premium.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
3	Our current attendance data indicates that attendance among disadvantaged pupils has been 3.4% lower than for non-disadvantaged pupils. 32.6% of disadvantaged pupils have been 'persistently absent' compared to 17.1% of their peers during this period.
4	Analysis of behaviour incidents, observations and discussions with pupils indicate that positive learning behaviours, particularly emotional resilience and self-regulation of disadvantaged pupils is often not as welldeveloped as their peers.
5	Assessment data indicates that a higher proportion of pupils not meeting the expected standard in Maths at the end of KS2 are disadvantaged.

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
Improved vocabulary and language skills for disadvantaged pupils.	<p>A higher proportion of disadvantaged pupils achieving a good level of development in Communication and Language.</p> <p>Assessments and observations (including book scrutiny and other forms of formative assessment) to indicate significantly improved oral language skills for disadvantaged pupils.</p>
Improved attainment in Reading for disadvantaged pupils.	<p>KS2 outcomes in 2024/25 show that a higher proportion of disadvantaged pupils</p> <p>(without significant SEND) meet the expected standard in Reading.</p> <p>The proportion of disadvantaged children (without significant SEND) that pass the Phonic Screening Check will increase.</p>

To improve (and sustain) attendance for all pupils, particularly disadvantaged pupils.	Reduce the number of persistent absentees. Increase in attendance percentages for disadvantaged children.
Improve positive learning behaviours and emotional regulation and resilience through a whole school Nurture approach.	Lesson observations and analysis of behaviour data will demonstrate positive attitudes to learning and effective learning behaviours for all pupils.
Improved attainment in Maths for disadvantaged pupils.	KS2 outcomes in 2024/25 show that a higher proportion of disadvantaged pupils (without significant SEND) meet the expected standard in Maths.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £89,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff in EYFS for NELI ELKLAN trained member of staff in Nursery to model	Targeting vocabulary and developing speaking and listening skills, along with the wider use of language can have a positive impact on improving literacy skills. https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/nuffield-early-languageintervention-neli EEF Toolkit: Oral Language Interventions- additional 6 months progress	1, 2, 5

<p>approaches to upskill staff in EYFS and Year 1</p> <p>Revisit Voice 21 principles and update resources</p>		
<p>2x RWI Development days with RWI specialist to support staff in effective delivery of phonics programme</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> <p>EEF Toolkit: Phonics- additional 5 months progress</p>	<p>1,2</p>
<p>CPD for teaching staff in Y2-Y6 in developing whole class reading strategies focusing on fluency and comprehension</p>	<p>Evidence shows that reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</p> <p>EEF Toolkit: Reading Comprehension strategies- additional 6 months progress</p>	<p>1,2</p>
<p>Smaller class sizes in Year 6 to provide children with access to more intensive support</p> <p>HLTA deployed in Year 6 to support with intervention and catch-up</p>	<p>Evidence suggests that additional small group support can be effectively targeted at pupils from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition EEF Toolkit: Small group support- additional 4 months progress</p>	<p>1,2,5</p>

Whole school CPD focusing on improving attendance in keeping with attendance	There is some evidence of promise for parental communication and engagement approaches and responsive interventions that meet the individual needs of the pupils. The interventions that show promise take a holistic approach in understanding pupils and their	1,2,3,4,5
being everyone's responsibility	specific need, and address the specific barriers to attendance that have been identified. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supportingattendance/summary-of-evidence	
Whole school CPD focusing on attachment and trauma and developing Nurture approach Ongoing CPD for Nurture (x3) and ELSA (x1) trained specialists in school	Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning EEF Toolkit: Social and emotional learning- additional 4 months progress	1,2,3,4,5
Maths CPD with a focus on Early Maths in Early Years and KS1	Evidence shows the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year and is particularly effective in Science and Maths in primary schools. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning EEF Toolkit: Mastery Learning- additional 5 months progress	5

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI intervention to be delivered in Early Years	In September 2023, the impact evaluation of the NELI.R national scale up was published. This found children who received NELI.R made the equivalent of four additional months' progress in language skills, on average, compared to children who did not receive NELI. Exploratory subgroup analyses of the impact of the NELI.R on language skills highlighted that pupils learning English as an Additional Language equally benefited from the programme	1,2

	and pupils eligible for Free School Meals made additional progress of on average seven months. Nuffield Early Language Intervention (NELI) - Reception EEF	
<p>RWI 1:1 Fast Track Tutoring intervention for those most at risk of falling behind in Phonics</p> <p>Individualised and small group intervention for in KS2 focusing on lowest 20%</p> <p>Purchase of RWI subscription and additional resources to ensure highquality of delivery of curriculum</p>	<p>Evidence shows that most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months) https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> <p>EEF Toolkit: Phonics- additional 5 months progress</p> <p>On average, 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. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF Toolkit: One to One Tuition- additional 5 months progress</p>	1,2

<p>Delivery of whole class reading sessions with a focus on developing fluency and comprehension</p> <p>Purchase of NFER Reading comprehension materials to ensure more robust</p>	<p>Evidence shows the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies</p> <p>EEF Toolkit: Reading Comprehension strategies- additional 6 months progress</p>	<p>1,2</p>
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<p>assessment and support with diagnostics of reading in KS2</p>		
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<p>Nurture Group intervention for 12 pupils from Y4-Y6 two afternoons per week with 2 members of staff</p> <p>1:1 ELSA intervention for 4-6 children for 6-8 weeks</p>	<p>Nurture groups use 10 out of the 14 effective evidence-base components as part of their provision. Key components include:</p> <p><u>Metacognition and self-regulation</u>- meta-cognition and selfregulation approaches have consistently high levels of impact with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.</p> <p>EEF Toolkit- additional 8 months progress</p> <p><u>Behaviour interventions</u>- Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. The majority of studies report higher impact with older pupils. Different treatment approaches, such as behavioural, cognitive and social skills for aggressive and disruptive behaviour, seem to be equally effective.</p> <p>EEF Toolkit- additional 4 months progress</p> <p><u>Social and Emotional learning</u>- on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p> <p>EEF Toolkit- additional 3-4 months progress</p> <p><u>Collaborative learning</u>- The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in pairs or group; structured approaches with well-designed tasks lead to the greatest learning gains.</p> <p>EEF Toolkit- additional 5 months progress</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p>	<p>1,2,3,4,5</p>
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<p>Structured, targeted interventions for Maths and English with qualified teachers and TAs (groups of no more than 6 pupils)</p> <p>Use of Dynamo Maths programme as a 1:1 intervention and diagnostic tool to identify particular areas of weakness</p>	<p>Interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF Teaching toolkit: Small group tuition- additional 4 months</p> <p>EEF Teaching toolkit: 1:1 tuition- additional 5 months</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p> <p>EEF Teaching toolkit: TA Interventions – additional 4 months</p>	<p>1,2,4,5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,550

Activity	Evidence that supports this approach	Challenge number addressed
<p>Enhance the PHSCE curriculum through support from Piece of Mind</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p>	<p>1,2,4,5</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning EEF Toolkit: Social and emotional learning- additional 4 months progress	
<p>Increased levels of communication with parents regarding attendance by all school staff including leadership team</p> <p>Rewarding increased attendance</p>	<p>Parents are more likely to support school's approaches if there is a shared understanding of the impact of poor attendance. Regular communication from staff reduces the opportunity for missed or mixed messages.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p>	

Total budgeted cost: £155,550

Externally provided programmes

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

Programme	Provider
Accelerated Reader	
Dynamo Maths	

Impact of Pupil Premium 2024

EYFS

% of children achieving a good level of development.

	2022	2023	2024	3 year average
All	77	65	68	70
Disadvantaged	60	45	77	62

- 59% of pupils are Disadvantaged - 13 pupils (7 boys and 6 girls).
- 77% of Disadvantaged pupils achieved the GLD.
- The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

2024 Year 1 Phonics Screening Check

% of pupils meeting the expected standard

	2022	2023	2024	3 year average
All	79	68	76	74
Disadvantaged	67	60	67	65

- 36% of pupils are Disadvantaged - 12 pupils (6 boys and 6 girls).
- 67% of Disadvantaged pupils achieved the standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 16%. National Disadvantaged is 67%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.
- Over the last three years 65% of disadvantaged pupils (20/31) have achieved the expected standard.

2024 Key Stage 2

MTC Average score

	2024
All	19.6
Disadvantaged	16.6

MTC 25/25

	2024
All	22
Disadvantaged	17

2024 Key Stage 2 - Reading, Writing & Maths (RWM) Combined

Expected Standard

	2022	2023	2024
All	58	51	70
Disadvantaged	41	40	70

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- 36% of pupils are Disadvantaged - 16 pupils (7 boys and 9 girls).
- 50% of Disadvantaged pupils achieved the expected standard compared to 70% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 20%.
- National Disadvantaged is 51%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils nationally.
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2024 Key Stage 2 Reading

Expected Standard

	2022	2023	2024
All	66	65	77
Disadvantaged	55	53	56

- 36% of pupils are Disadvantaged - 16 pupils (7 boys and 9 girls).
- 56% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 24%. National Disadvantaged is 64%. Disadvantaged pupils are below Disadvantaged pupils Nationally.
- Over the last three years 55% of disadvantaged pupils (29/53) have achieved the expected standard or above.

2024 Key Stage 2 Writing

Expected Standard

	2022	2023	2024
All	68	67	80
Disadvantaged	50	47	56

- 36% of pupils are Disadvantaged - 16 pupils (7 boys and 9 girls).
- 56% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 27%.
- National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally.
- Over the last three years 51% of disadvantaged pupils (27/53) have achieved the expected standard or above.

2024 Spelling, Punctuation and Grammar

Expected Standard

	2022	2023	2024
All	66	63	73
Disadvantaged	59	40	56

- 36% of pupils are Disadvantaged - 16 pupils (7 boys and 9 girls).
- 56% of Disadvantaged pupils achieved the expected standard compared to 82% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 26%.
- National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally.
- Over the last three years 53% of disadvantaged pupils (28/53) have achieved the expected standard or above.

2024 Key Stage 2 Maths

Expected Standard

	2022	2023	2024
All	72	56	73
Disadvantaged	64	40	50

- 36% of pupils are Disadvantaged - 16 pupils (7 boys and 9 girls).
- 50% of Disadvantaged pupils achieved the expected standard compared to 81% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 31%.
- National Disadvantaged is 64%. Disadvantaged pupils are below Disadvantaged pupils Nationally.
- Over the last three years 53% of disadvantaged pupils (28/53) have achieved the expected standard or above.