Pupil premium strategy statement – Eaton Bank Academy

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	1096
Proportion (%) of pupil premium eligible pupils	21.44%
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)**	2023/24, 2024/25 and 2025/26
Date this statement was published	12th December 2023
Date on which it will be reviewed	30th December 2024
Statement authorised by	E. O'Neill, Headteacher
Pupil premium lead	S. Carvell, Deputy Headteacher
Governor / Trustee lead	C. Bates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,050.00
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£51,060.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0.00
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£220,110.00

Part A: Pupil premium strategy plan

Statement of intent

Eaton Bank Academy is proud of its reputation within the local community, we have a strong values-based culture where we believe in the potential success of all our students including our pupil premium cohort. Our values are respect, kindness, optimism, ambition and honesty.

Over recent years we have become the school of choice within the Congleton area, this has led to an expansion of the number of students on roll. Our locality places us within a warm community and as a school we believe that relationships are central to both our current and future successes.

Students at Eaton Bank Academy achieve well, the aim of this strategy is to minimise barriers to that could limit a student's progress throughout our ambitious curriculum. When a student is able to take full advantage of our experienced staff's teaching and support, the ensuing fantastic outcomes open doors to a wide variety of future careers.

In line with the EEF guide to Pupil Premium (2023), we have the highest expectations of our students and staff to allow the effective delivery and learning of the key knowledge within our DREAM curricular. We therefore strive towards the highest quality of teaching possible. Our curriculum is well planned but also adaptable to allow misconceptions to be addressed.

However, learning does not only take place within the confines of a lesson. We therefore also value the importance of our school, student and parent relationships. Therefore, a second aim of this strategy is to provide as many opportunities as possible for meaningful face to face interaction in the pursuit of highly effective relationships. Recent history has led to gaps in time where relationships were harder to maintain. Closing these gaps will support the closure of any attainment gap.

Finally, where gaps in learning do exist and recovery is needed this strategy aims to put into place supportive strategies aided by educational packages such as Fresh Start Phonics, Fluency, GCSEPod, Sparx maths, Bedrock Vocabulary and the National Tutoring Programme.

Challenges

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

Challenge number	Detail of challenge

1	Our pupil premium students make less progress through our curriculum than our non-pupil premium students. Although at KS4 this gap is narrowing at Eaton Bank Academy (2018 gap = -0.96, 2022 gap = -0.32, 2023 gap = -0.59) and progress of pupil premium students is now in line with their national equivalent cohort (2023 -0.55), we still believe that better outcomes are possible.
2	Our pupil premium student's attendance at school is lower than non-pupil premium students. Poor attendance is a barrier to building the effective relationships that support outstanding outcomes. In the year to date there is currently a 12.89% difference between the attendance of our pupil premium students (79.54%) and non-pupil premium students (92.43%). Not only does this gap affect current learning but it is also creating gaps in the components of future learning. Our pupil premium students also participate in our extra-curricular programme less than our non-pupil premium students this not only limits further opportunities for learning but also limits further chances to improve relationships with staff and peers
3	Our pupil premium students have lower reading ability than their non-pupil premium peers. Accessing learning is more challenging when the comprehension of spoken and written language is limited. This paces significant cognitive load on a student while they try to make sense of the curriculum. Our internal assessment of our Year 7 students using GL assessments NGRT is our FSM students were on average 5.1 months behind their chronological age on entry.
4	Our pupil premium parents and carers engage less with the school and learning than non-pupil premium students' parents. Engagement with Talaxy (our online parent portal) is much lower for pupil premium parents than non-pupil premium parents. Talaxy is where parents access attendance, attainment, behaviour and homework information about their child. Currently parental engagement for parents of pupil premium students is around 53.62% whereas 80.67% of non-pupil premium parents have engaged in the package. Engagement in parents' information evenings and parents' evenings show a similar trend.

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
Improvement in the progress and value-added measures among out pupil premium students	GCSE and A-Level results demonstrate progress of pupil premium students is better than the national average for pupil premium students and moving towards being in the top 25% in the country when compared to all students
Improved attendance of pupil premium students	In year and end of year attendance figures improve to be in line with the school's and DfE's expectation of 95%
Improved reading age/ knowledge and vocabulary of pupil premium students	Targeted pupil premium students will improve reading age by 12 months. KS3 students will show a 20% improvement in their Bedrock attainment score.
Improved engagement of our pupil premium parents and students	Pupil premium parental engagement with the Talaxy app is in line with non-pupil premium parental engagement. The Eaton Bank Academy parent survey show an increased response rate from pupil premium parents.

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: £ 110,054.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to build upon our ambitious subject curricula with a focus on key knowledge and vocabulary	Ofsted's most recent research collation (OFSTED EIF 2019) suggests that curriculum is essential as the framework for setting the programme of education. In particular, the intended rationale and justification for choosing what to teach and when.	1, 2, 3 and 4
Continue to develop our staff's skills to effectively apply	Evidence suggests that effective feedback begins with the laying of the foundations of effective formative	1 and 3

formative assessment to recognise gaps in students' knowledge and skills	assessment. Effective formative assessment has been seen to improve learning by 1 month (July 2018)	
Continue to develop our staff's ability to adapt the curriculum to address their findings from formative assessment	Adaptive teaching is relatively new as an approach and therefore evidence is lagging behind practice, however the EEF 2021 publication suggest that individualised instruction can add up to 4 months of learning	1 and 3
Continue to develop effective and efficient feedback across the curricula to support learning and minimise unnecessary workload	Effective feedback has one of the stongest evidence bases. EEF June 2021 suggests this could help to improve our students learning by 6+ months	1 and 3
Continue to develop our staff's ability to maintain a purposeful learning environment where student discussion is managed effectively by teachers.	Although off task talk can be seen as a minimal loss the associated challenges to maintain learning as the brain moves from one focus to another limits progress. The EEF improving behaviour in schools (2021) report highlights the lasting impact on outcomes	1 and 3

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

Budgeted cost: £ 59,182.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to engage with the National Tutoring Programme to provide school-led tutoring to those students who display widespread gaps in knowledge and/or skill	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | EEF (educationendowmentfoundation.org.uk)	1 and 3
To continue to support those students who find accessing the curricula challenging due to a lower-than-expected level of reading and fluency	Another high impact strategy giving six months of progress EEF (2021)	1 and 3
To continue to remove barriers to the access of our educational packages	Many of the packages we use to improve outcomes have some element of IT engagement, although our programmes such as SPARX maths can	1, 2, 3 and 4

	be highly effective they will only be effective when accessed.	
To continue to provide guidance to our student's parents and carers on how they can support their child's learning	The 2023 EEF disadvantaged strategy lists parental engagement as one of it central themes. This is an important starting point for EBA.	1, 2, 3 and 4
To continue to provide mentors to our pupil premium students though our disadvantaged champions	Although mentoring can have limited impact targeting students with low expectations of school will support our cohort	

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

Budgeted cost: £ 50,872.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to strengthen our attendance team's capacity to monitor and intervene with those students whose attendance is below the school expectations	The DfE in their May 2022 documentation emphasise the importance of working together to improve outcomes, increasing the capacity of our attendance teams will facilitate the recommendations made in the report	1, 2 and 3
Continue to work with our Cheshire East family support worker to both learn effective strategies but also impact on students who have persistent absence	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improving students confidence though out professional development curriculum should also support improved outcomes (Ofsted 2021)	1, 2 and 3
Continue to develop the role of our inclusion manager to support the learning of our more vulnerable learners	Teaching learning behaviours as well as the academic curriculum is key to success these include emotional and social learning behaviours (EEF 2021)	1, 2 and 3
Continue to provide a wide personal development curriculum which also encourages	Providing a quiet place to work such as homework clubs will have a positive impact on learning according to the EEF (2021)	1, 2 and 3

participation in learning beyond the school day		
Continue to develop our staff's knowledge and understanding of how they can support student wellbeing through mental health training	The EIF highlight the need to support mental health in this report. The continued development of our staff will support the recommendations	1, 2 and 3

Total budgeted cost: £ 220,110.02

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The intended outcomes set in 2022/23 have not been fully met.

The first intended outcome was an improved reading comprehension and a broader vocabulary for KS3 disadvantaged students.

One of our current challenges is the effect of the pandemic on students' ability to read. This remains as one of the major barriers within our school and community – but we are attacking it quickly and with impact. At the beginning of September 2023, a number of key structural changes have been made ready to address this challenge. The first is a change in the length of the school day to allow the implementation of a fluency strategy through a longer core/registration time. The internal reading data gathered though the last cycle showed that this have proved to be a successful strategy. The majority of students with low reading ages making significant progress. 12 /19 of the students who completed our fresh start programme improved their reading age. The average improvement during the 8-month test and retest cycle was 35.6 months. 4 of the 19 students significantly improved their reading age beyond their chronological age. We face similar challenges again this year with our 2023 year 7 cohort. Baseline reading assessments from GL Assessment show a 19.9 month reading age gap between our FSM and non-FSM students.

The second intended outcome was to improve attainment at the end of KS4 for disadvantaged students, across the curriculum.

2023 provisional data suggests our Attainment 8 score for disadvantaged pupils is 37.17. This is higher than our Attainment 8 score in 2021/22 (37.0) and higher than the 2023 national average for similar pupils (34.91). 56% of our disadvantaged cohort achieved a Grade 4 pass in both English & Maths compared to 43% nationally. Whilst attainment has improved, our Progress 8 score for disadvantaged pupils was -0.59, just below the national average (-0.57). One of the barriers to improving the progress that disadvantaged pupils make is their attendance. We have identified this as challenge number 2 in our strategy statement. In our exam 2023 cohort, our cohort of FSM Ever 6 students with attendance between 90% and 100% achieved a Progress 8 score of +0.65. Unfortunately, these students only made up 15.4% of our FSM cohort. Improving the attendance of the remaining 74.6% is a key focus.

The third intended outcome was to improve metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.

Post pandemic the initial plan was to continue to move forward with some of the pre-pandemic strategies which show promise in the EEFs teachers toolkit. One of these strategies was metacognition. Although the benefits of implementing metacognition are widely acknowledged, addressing other challenges this year become more pressing and metacognition strategies were not widely introduced. Instead, we have worked hard to stabilise post pandemic behaviours and re-establish our school curriculum and

culture. By re-establishing our EBA culture and aligning behaviour to the school's values of respect, kindness, optimism, ambition and honesty we have helped students to improve their self-regulatory skills.

The fourth intended outcome was to improve and sustain the mental wellbeing of all of our pupils, including the disadvantaged.

It has taken a while to find a robust tool to measure pupil wellbeing and work on this outcome will continue into the next academic year. GL Assessment Pupil Attitudes to Self & School (PASS) surveys are now being used in school to consider students' attitudes towards school, their learning, self-efficacy and other factors. Gathering and acting on this information will allow us to measure the impact of interventions and evidence improved attitudes over time. The PASS survey also includes students' attitude towards attendance. This is key information, linked to research, that will allow us to act swiftly where concerns are identified. Early identification of poor attitudes towards attending school regularly will allow us to be active rather than re-active when attendance becomes a problem later down the line.

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
GCSEPod - Subscription Service	GCSEPod

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)