Pupil premium strategy statement – Eaton Bank Academy

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	1081
Proportion (%) of pupil premium eligible pupils	19.70%
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)**	2024/25, 2025/26 and 2026/27
Date this statement was published	20/12/2024
Date on which it will be reviewed	Autumn term 2025
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	£224,000
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£224,000

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 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), our strategy is divided into three tiers:

1. High quality teaching
2. Targeted academic support
3. Wider strategies

We know that high quality teaching supports all students' learning but we are also aware that it is proven to have the greatest effect on closing the disadvantaged attainment gap. We therefore 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 maximise the effect of high-quality teaching by prioritising pupil premium students.

However, learning does not only take place within the confines of a lesson and lesson time. We therefore look for opportunities within and outside the curriculum to provide targeted support to our pupil premium students.

Finally, we know that learning is also impacted by wider factors from outside the school day. The largest of these factors which is seen on a national scale is attendance. This is a key area of the strategy as it limited the impact of the two previous tiers of support. Feeling part of the school can be a factor that supports higher attendance and therefore providing opportunities for strong relationships between staff and students is also an important part of the success of the strategy.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>Attendance

Our pupil premium students' attendance is lower than our non-pupil premium students. This creates a barrier to learning and building effective relationships that can support outstanding outcomes.

Improvement has been seen since the start of the 2024/25 academic year, however further intervention to support the closing of our pupil premium attendance gap is ongoing and a priority.

Overall attendance
<table>
<tr><th>Year</th><th>Measure</th><th>Group</th><th>Percentage</th><th>Gap</th></tr>
<tr><td rowspan="2">2023/24</td><td rowspan="2">Attendance in full academic year</td><td>PP</td><td>77.15%</td><td rowspan="2">14.08%</td></tr>
<tr><td>Non-PP</td><td>91.26%</td></tr>
<tr><td rowspan="2">2023/24</td><td rowspan="4">YTD attendance up to Week 14</td><td>PP</td><td>79.72%</td><td rowspan="2">13.29%</td></tr>
<tr><td>Non-PP</td><td>93.01%</td></tr>
<tr><td rowspan="2">2024/25</td><td>PP</td><td>81.43%</td><td rowspan="2">12.92%</td></tr>
<tr><td>Non-PP</td><td>94.35%</td></tr>
</table>
% Persistent Absence (PA)
<table>
<tr><th>Year</th><th>Measure</th><th>Group</th><th>Percentage</th><th>Gap</th></tr>
<tr><td rowspan="2">2023/24</td><td rowspan="2">% PA in full academic year</td><td>PP</td><td>57.75%</td><td rowspan="2">28.48%</td></tr>
<tr><td>Non-PP</td><td>29.27%</td></tr>
<tr><td rowspan="2">2023/24</td><td rowspan="4">% PA up to Week 14</td><td>PP</td><td>50.88%</td><td rowspan="2">31.62%</td></tr>
<tr><td>Non-PP</td><td>19.26%</td></tr>
<tr><td rowspan="2">2024/25</td><td>PP</td><td>38.97%</td><td rowspan="2">24.95%</td></tr>
<tr><td>Non-PP</td><td>14.02%</td></tr>
</table></td></tr>
<tr><td>2</td><td>Progress

Our 2024 pupil premium students made less progress than our previous cohorts. Prior to this the progress gap had been closing and disadvantaged students' progress had been in line with the national average for disadvantaged students. The dip in progress in 2024 is due to attendance, specifically the impact of three students with zero attendance and another student who attended alternative provision. With these students removed overall progress and the progress gap are in line with 2023.

We continue to believe that our pupil premium students can make more progress and therefore higher outcomes are possible.</td></tr>
<tr><td>3</td><td>Our pupil premium students have lower reading ability than their non- pupil premium peers. Accessing learning is more challenging when the</td></tr>
</table>

	comprehension of spoken and written language is limited. This places significant cognitive load on a student while they try to make sense of the curriculum. Our internal assessment of our 2023 Year 7 students using GL assessments NGRT is that our FSM students were on average 5.1 months behind their chronological age on entry. Our current year 7 pupil premium students were 14.8 months behind their chronological age on entry.
4	Our pupil premium students' participation in extra-curricular clubs and trips is much lower than our non-pupil premium students. This limits the opportunities for learning outside of the traditional curriculum and building deeper relationships with staff and students.

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 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%
Improvement in the progress and value-added measures among our 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 reading age/ knowledge and vocabulary of pupil premium students	Targeted pupil premium students will improve reading age by greater than 12 months. KS3 students will show a 20% improvement in their Bedrock attainment score
Improved participation in extra-curricular and school trips by our pupil premium students	Participation in extra-curricular clubs and trips will be in line with non-pupil premium students

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: £80,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop our staff's ability to seat our pupil premium students in the correct place within the classroom to maximise learning	Sitting pupil premium students in the correct seat within the classroom supports staff to recognise the gaps in learning earlier, this also means that feedback can also be more effective. Prioritising where pupil premium students sit can also minimise the chances of behavioural distractions. 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.	2 and 3
Continue to develop our staff's skills to effectively apply formative assessment to recognise gaps in students' knowledge and skills	Learning is not a simple process and our pupil premium students who often have lower attendance and reading ability are more likely to develop gaps in their learning and misconceptions. Supporting our staff's ability though CPD to notice gaps and errors is vital if our pupil premium students learning is going to be successful. Evidence suggests that effective feedback begins with the laying of the foundations of effective formative assessment. Effective formative assessment has been seen to improve learning by +1 month (July 2018).	2
Continue to develop our staff's ability to adapt the curriculum to address their findings from formative assessment	Once gaps in learning or misconceptions have been identified, supporting our staff's ability to make 'live' changes to the curriculum is important. This is especially important for our pupil premium students. Adaptive (now called responsive) teaching is relatively new as an approach and therefore evidence is lagging behind practice. However, the EEF 2021 publication suggests that individualised instruction can add up to 4 months of learning.	2
Continue to develop effective and efficient feedback across the curricula to support disadvantaged learning and minimise unnecessary staff workload	Effective feedback has one of the strongest evidence bases. EEF June 2021 suggests this could help to improve our students' learning by 6+ months.	1, 2, 3 and 4
Continue to provide opportunities for disadvantaged students to improve their literacy, numeracy and fluency through a taught core time fluency curriculum.	https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency Fluency is the link between reading and comprehension. Through a carefully designed curriculum learning can be accelerated through students' understanding of the text they are reading.	3

Continue to develop our maths curriculum and our maths staff ability to identify gaps in learning for ongoing assessment and address them through high quality teaching	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Although based around KS2 and KS3, recommendation 6 suggests using tasks and resources to challenge and support pupils' mathematics. Use assessment of pupils' strengths and weaknesses to inform your choice of task. Recommendation 1 states assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support.	1
Continue to monitor pupil premium students' books to make sure that they are producing the expected standard of work and reduce the risk of misconceptions or gaps in learning forming	Checking pupil premium students' books on a regular basis provides an opportunity to quality assure other areas of the strategy to make sure implementation is of a high standard. The focus of the book look is responsive teaching, feedback, gaps in learning due to absence and the use of praise.	
Removing the barriers to online learning to allow technology and other online resources to support high quality teaching	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216 Tutors check pupil premium students have access to devices to allow access to online learning platforms.	2

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

Budgeted cost: £47,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer opportunities for students including those that are pupil premium to extend their study through homework hubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Homework is seen as a high impact low-cost strategy by the EEF. The key finding is "Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools".	2 and 3

Offer opportunities for students including those that are pupil premium, to extend their learning through academic support and revision	Providing extra revision and learning sessions to support the learning of the curriculum outside of lesson time allows further opportunities for teachers to support the closing of gaps in learning and addressing any misconceptions. Evidence of group tuition focuses on the impact of small groups. During revision sessions often the teacher will provide more individualised support and feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3 and 4
Increase pupil access to educational packages, including Fresh Start Phonics, GCSEpod, SPARX and Bedrock Learning	Evidence suggests that using online learning packages can support pupils to gain higher outcomes. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216 A number of the packages we have selected to use support language development. The EEF toolkit says that phonics is a high impact strategy which is low cost. This is also backed up by a strong evidence base. Phonics programmes can add 5 months of progress when implemented well. We have also launched GCSEPod with our older learners. GCSEPod suggests its Pupil premium students using GCSEPod make 0.62 more P8 points than non-GCSEPod users. GCSE teaching resources | Access GCSEPod learning resources	2, 3 and 4
Year 11 mentoring programme is used to support pupil premium students	Providing students with academic support and mentoring can allow for more focused revision and support higher attendance. Our year 11 pupil premium students either have academic or attendance mentors to support them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Mentoring can have a two-month impact on progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2 and 4

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

Budgeted cost: £100,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop our staff's ability to recognise when pupil premium students demonstrate successful learning behaviours (priority recognition) with the plan to reinforcing positive behaviours, so they happen with more frequency in the future.	EEF October 2021 Improving behaviour in schools Research suggests that positive relationships can be built by communicating positively and aiming towards a 5-to1 ratio of positive to negative interactions.	1, 2 and 4
Continue to improve the attendance of our pupil premium students including supporting good attendance through our attendance team.	Post pandemic attendance has become a national issue. We are working hard to return attendance of all students back to pre-pandemic levels including our pupil premium students. We are following the DfE's guidance in: https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf DfE evidence shows that, at KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 4. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%).	1 and 2
Continue developing effective relationships with staff using "all about me sheets"	EEF evidence suggests that behavioural interventions such as building a positive culture can have over 4 months of impact on students' learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 2 and 4

	Recommendation 1 in improving behaviour in schools suggests knowing and understanding our pupils' influences https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1734414472	
Increase pupil premium students' participation in our extra-curricular programme by providing funding to support pupil premium students' participation in school trips and monitoring attendance at school clubs.	Extra-curricular activities are an important part of education. These approaches may increase engagement in learning. Many of the clubs we run are sports or performing arts based. Participation in physical activity has been shown to impact progress by 1 month. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Participation in artistic and creative activities has been shown to positively impact progress by 3 months.	1 and 4
Supporting the wellbeing and behaviour of our students including those who are pupil premium through the employment of pastoral managers	Having staff who can mentor our pupil premium students when needed provides academic, behaviour or wellbeing support. Targeted behaviour support can bring up to 4 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Mentoring can have a two month impact on progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1 and 2

Total budgeted cost: £ 228,480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improvement in the progress and value-added measures among our pupil premium students

Over recent years Eaton Bank Academy's disadvantaged students have performed at or above the national average for disadvantaged students.

Measure	2019	2022	2023
Progress 8	-0.35	-0.51	-0.57
National Average for disadvantaged students	Above	Above	Equal to national

In 2024 our pupil premium students achieved below the national average with a progress 8 score of -0.89. This is a disappointing result as our aim was to continue to close the gap between disadvantaged and non-disadvantaged students. The largest factor affecting this dip in performance was attendance. Three of the pupil premium cohort did not complete any exams and had attendance in year 11 of 14%, 1.1% and 0%. One further student attended alternative provision for the whole of year 11. These students account for 12% of our disadvantaged cohort. Removing them from our figures would place our progress 8 score at -0.54, this is in line with the national average.

Attendance affected outcomes across the disadvantaged cohort, but Maths results were lower than expected. As maths is double weighted this had a negative impact on progress measures. Maths progress for our disadvantaged cohort was -1.28 (all disadvantaged students) -0.99 (four severely absent attendance students removed). Two further disadvantaged students missed their maths exams and therefore did not achieve a grade. A clear improvement plan has been put in place to improve the outcomes across maths including disadvantaged students. A focused plan has also been put into place for other areas of the curriculum where outcomes were not at the expected standard.

Improved attendance of pupil premium students

Attendance of a small number of students affected outcomes last academic year, overall pupil premium attendance in year 11 was 81.94%. The average progress 8 score of pupil premium students with an average attendance of above 80% was -0.28. Attendance was a large factor in pupil premium results.

	National			Eaton Bank Academy			
Year	2021/2022	2022/2023	2023/2024	2021/2022	2022/2023	2023/2024	2024/2025 (YTD week 15)
PP	86.3%	81.66%	85.4%	84.6%	81.66%	77.4%	81.34%
PP % PA	55.%%	47.0%	45.0%	55.5%	56.9%	57.3%	41.8%

*PP % PA = this is the percentage of our pupil premium cohort who have attendance below 90%.

We purchased the Cheshire East bought service providing the school with an Education Family Support Worker (EdFSW) for 1 day a week. Although attendance of pupil premium students did not improve when compared to the previous year, the knowledge and systems gained from the EdFSW is now showing impact based on the improvement seen at the start of 2024/2025.

We also implemented the use of GL Assessments PASS survey which highlighted strategies for improving our pupil premium students' attitudes to school, learning and attendance. We implemented a range of these strategies (praise postcards, modelling success, star of the lesson etc.) throughout the summer term and since September have been implementing positive recognition from the Paul Dix book, "When the Adults Change".

Improved reading age/ knowledge and vocabulary of pupil premium students

We aimed to improve our students reading age through several strategies. 89 of our pupil premium students used Bedrock learning to improve their vocabulary. 41 of the pupil premium students improved their bedrock attainment score by 10%, 29 of the students improved their score by 20%.

A small number of pupil premium students were selected to complete targeted or paired reading intervention. This was a targeted group of 10 students. By March 2024 6 of the students had made 12 months progress in their reading and of those students that remained within the programme until June 100% had made 12 months progress.

We also extended the school day to allow for further time to be spent in the fluency curriculum each morning by all year groups. This was reviewed fully at the end of 2023/24 and adapted for 2024/25 to include more reading within the curriculum.

Improved engagement of our pupil premium parents and students

We ran a small trial with our pupil premium parents and students linked to attendance rewards. The scheme was successful with the attendance of the students involved in the trial increasing throughout the trail period. However, the financial cost of the scheme meant scaling the scheme was not financially viable. We have therefore looked to implement other attendance strategies to improve both attendance and parental engagement.

Our main measure of parent engagement was the use of our online Talaxy parent portal. This is where parents can view school reports, attendance data, behaviour information and praise. In

October 2023, at the start of last year's strategy, engagement of pupil premium parents was at 31%. Just over one year later our pupil premium parent engagement has increased to 60.87%. Although we would like all our pupil premium parents to engage fully, we are proud of the increase as it allows information to be shared with parents quickly and for the parents and school to work together.

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
Bedrock Learning	Bedrock Learning
Fresh Start Phonics	Ruth Miskin Training
GCSEpod	Soundbite Learning
Sparx Maths	Sparx Maths

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)

The main documents used in the planning of our strategy is the EEF's guide to pupil premium and the associated documents. We have spent time to evaluate what has been successful in the last 12 months and in some areas have shifted our three-year plan to areas where we believe greater impact will be felt. Although there is always the ongoing need to bring parents onboard with the school and strategy, this year we have focused on areas of education we are more in control of. We have used research findings from the EEF teacher toolkit to decide on which areas might have the greatest focus but also knowledge of our context means strategies which can be implemented consistently have been favoured. The EEF Guide to the Pupil Premium | Education Endowment Foundation Teaching and Learning Toolkit | EEF