

Pupil premium strategy statement (secondary) – Unvalidated DRAFT

1. Summary information					
School	The Ecclesbourne School				
Academic Year	2019-2020	Total PP budget	£79,475	Date of most recent PP Review	October 2019
Total number of pupils (11-16)	1194	Number of pupils eligible for PP	98	Date for next internal review of this strategy	July 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average – 2018/2019)
% achieving 5A* - C or grade 4-9 incl. English and Maths	67%	71%
Progress 8 score average	-0.48	0.13
Attainment 8 score average	45.3	50.1

3. Barriers to future attainment (for pupils eligible for PP)

**In-school barriers** (issues to be addressed in school, such as poor literacy skills)

A.	Small cohort of students in each year group – individualised support needed for each student
B.	Being Prepared for learning – PP students often need to be provided with the correct uniform and equipment. School is in an affluent area so there can be a level of stigma associated with needing financial support for uniform, equipment and extra-curricular activities.
C.	Resilience, mental health and future aspirations – PP students can often struggle with the demands of school life and this impacts their learning. PP students can struggle to find aspiration for their futures.

**External barriers** (issues which also require action outside school, such as low attendance rates)

D.	Attendance rates amongst PP students tend to be some of the lowest in the school
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4. Desired outcomes (desired outcomes and how they will be measured)

	Success criteria
A.	Whole PP cohort progress, at least in line with national non-PP Progress 8 score 0.13
B.	Attainment of PP cohort at least in line with national non PP Attainment 8 Score 50
C.	Improvement at GCSE performance 5 A*-C (4-9) with English and Maths 75%
D.	Building Resilience and Raising Aspiration Destinations, Improvement in wellbeing (evidence through student voice survey)

## 5. Planned expenditure

Academic year **2019-2020**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improvement in whole school assessment for learning	Whole school CPD PM targets. Whole school improvement plan – Quality of marking/informative assessment – improving student response. Strategic timetabling where appropriate – positive discrimination.	Teaching and learning Toolkit – Education Endowment Foundation. Quality of feedback DFE: Supporting the attainment of disadvantaged pupils: articulating success and good practice – November 2015. High quality teaching first, focus on improving the quality of classroom practice first.	Quality assurance process	SLT line management/HODs	August 2020
Progress and attainment is in line with national non PP	Curriculum specific interventions	Ofsted Report: The Pupil Premium: an update 2014. Most effective leaders identify their pupil's specific needs accurately so that attainment can be tackled at the earliest stage. DFE: Supporting the attainment of disadvantaged pupils: articulating success and good practice – November 2015. Meeting individual learning needs – differentiated responses for individuals versus 'one size fits all'.  The EEF guide to The Pupil Premium 2019- Good teaching is the most important lever schools have to improve outcomes for	HODs responsible for monitoring expenditure and impact of interventions.  Timetabled reviews of PP students within faculties that aligns with key data entry milestones. Use these meetings as an opportunity to plan, log and review curriculum specific interventions.	Heads of department	August 2020

**Total budgeted cost** £15,000

**ii. Targeted support**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Progress and attainment is in line with national non PP	SLT lead in conjunction with Upper School – Track progress meticulously and make sensible amendment to support their progress.	Ofsted Report: The Pupil Premium: an update 2014 DFE: Supporting the attainment of disadvantaged pupils: articulating success and good practice – November 2015. Data driven and responding to evidence – frequent.	Timetabled reviews of PP students amongst HOY to align with key data milestones and important pieces of assessment data.	CLO/HCW/DJK	August 2019
	1:1 tuition in all subject areas where appropriate.	Teaching and learning toolkit: EEF (one to one tuition, small group tuition)	Ensure 1 to 1 sessions are taken place.	HOD's /SAC/HCW	August 2019
	Targeted smaller class sizes – additional maths class, smaller group sizes in trilogy science	Teaching and learning toolkit: EEF (Reducing class size)	Timetabled at the start of the year.	EH	August 2019
	Small group intervention in English, Maths Science, Languages and Art.	Teaching and learning toolkit: EEF (one to one tuition, small group tuition)	Timetabled from October 2019 throughout the year	HOD/HCW/CLO	August 2019
	SLT Personalised Mentoring for each PP student this is more detailed for Year 11.	DFE: Supporting the attainment of disadvantaged pupils	Records are stored on the Confidential staff network.	USO staff/DJK	August 2019

Progress and attainment is in line with national non PP	Monitoring and Evidencing of PP students through a centralised tracking document that allows all pp interventions to be centralised. This will include student voice info, evidence of curriculum specific interventions, data tracking. This will allow Individualised support for each child through a member of USO or DJK. The above staff liaise with subject staff to discuss appropriate support and interventions. A calendared yearly process, with structured review and amendment points.	<p>The EEF guide to pupil premium 2019- Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>Ofsted Report: The Pupil Premium: an update 2014. Most effective leaders identify their pupil's specific needs accurately so that attainment can be tackled at the earliest stage. DFE: Supporting the attainment of disadvantaged pupils: articulating success and good practice – November 2015. Meeting individual learning needs – differentiated responses for individuals versus 'one size fits all'.</p>	Regular meetings between USO/DJK and SLT to share data.	LSO/USO/DJK	August 2019
	HCW and CLO Co-ordination of interventions and close liaison with subject staff.		Monitored by USO – provision reviewed after every data point.	CLO/HCW	August 2019
	MAT team and Attendance officer – the most successful schools offer support to improve pupils attendance, behaviour	<p>The EEF guide to pupil premium 2019- Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support</p>	Close liaison with head of schools (lower and upper). Regular feedback at MAT meetings.	RN/LSO/USO/LMM	August 2019

					Total budgeted cost	£52,321
iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
Progress and attainment is in line with national non PP	Mentoring: Sixth Form Subject Mentors	Teaching and Learning Toolkit EEF: Peer mentoring	HOYs implement with SF progress leader.	AAB, HCW	August 2019	
	Buddy Reading – Year 10 students trained to deliver buddy reading programme to Yr. 7 PP students.	Teaching and Learning Toolkit EEF: Peer mentoring and tackling literacy	CJJ implement with HOY	CJJ		
	Raising the profile of PP across the school through whole school CPD sessions and formalising PP review points.		DJK to plan and deliver CPD session	DJK		
	Developing parental engagement	Better insight into PP student's context, struggles, aspirations.	Letter home to parents detailing potential PP support for their child. Look to gather valuable advice and input	CLO/DJK		
Building Resilience and Raising Aspiration	Mental Health training and support for students. HOY trained as mental health first aiders. Regular mental health events for students and targeted mental health support where required	The EEF guide to pupil premium 2019- Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support	Whole school focus and regularly timetabled mental health support sessions	HOY	August 2019	

	<p>Raising Aspirations – Look for opportunities to stretch and challenge our most able PP students and provide opportunities to look at future pathways</p> <p>Outdoor adventure learning – all PP students are supported financially to attend outward bound trip, overseas residential trips and Duke of Edinburgh</p> <p>Providing Equipment and uniform for all PP students</p>	<p>The EEF guide to pupil premium 2019- Support middle and high attainers too. The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group</p> <p>Teaching and Learning Toolkit EEF: Outdoor adventure learning</p> <p>Reducing anxiety amongst students and ensuring they are better prepared for learning</p>	<p>Capture extra-curricular activities that PP students are involved in, using centralised tracking document. HOY to look for extracurricular activities to raise aspirations for PP students. Career events etc.</p> <p>Keep stock of all essential equipment and uniform</p>	<p>HOY</p> <p>DJK/CLO</p>	<p>August 2019</p> <p>August 2019</p>
Evaluating Impact	<p>Case studies of PP students in years 10 and 11 to fully detail the support they have received and the impact it has had. Include leaving interviews as well.</p>	<p>Ofsted Report: The Pupil Premium: an update 2014. Most effective leaders identify their pupil's specific needs accurately so that attainment can be tackled at the earliest stage. DFE: Supporting the attainment of disadvantaged pupils: articulating success and good practice – November 2015. Meeting individual learning needs – differentiated responses for individuals versus 'one size fits all'.</p>	<p>Standardised pro forma for capturing case studies</p>	<p>CLO</p>	<p>August 2019</p>

	Student voice – standardised questionnaire that students receive at regular intervals throughout their time in school.	<p>Aim is to identify student’s issues and concerns as well as looking for areas they are progressing well with due to the interventions they are receiving.</p> <p>The EEF guide to pupil premium 2019- Evidence can help. Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions.</p>	Use of ‘PP focussed’ Student voice templates.	DJK and HOY	
<b>Total budgeted cost</b>					<b>£11,854</b>

## 6. Review of expenditure

<b>Previous Academic Year</b>	<b>2018-2019</b> £84,150
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### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Improvement in whole school assessment for learning	Whole school CPD PM targets Strategic timetabling where appropriate – positive discrimination.	<p><b>Provisional DFE Data</b></p> <p>Progress 8 score for disadvantaged pupils (2018-2019) -0.48, Progress 8 score for national non-disadvantaged students 0.13</p> <p>Attainment 8 score for disadvantaged students 45.3, national non-disadvantaged students 50.1</p> <p>58.3% of disadvantaged students achieved 5 A*-C (4-9) with standard passes in Maths and English, 67.6% of non-disadvantaged students</p>	To continue approach. Students’ groups are reviewed regularly to ensure that they are placed in the most effective teaching group – quality teaching first, to ensure that the students make better than expected progress.	£17,000

Progress and attainment is in line with national non PP	Curriculum specific interventions	<p><b>Provisional DFE Data</b></p> <p>Progress 8 score for disadvantaged pupils (2018-2019) -0.48, Progress 8 score for national non-disadvantaged students 0.13</p> <p>Attainment 8 score for disadvantaged students 45.3, national non-disadvantaged students 50.1</p> <p>58.3% of disadvantaged students achieved 5 A*-C (4-9) with standard passes in Maths and English, 67.6% of non-disadvantaged students</p>	<p>To continue approach. Curriculum leaders have worked on specific curriculum developments within their departments, tailored to disadvantaged students.</p> <p>Calendared time throughout the year where faculties are given opportunity to discuss interventions after key data entry points. Evidenced in PP tracking document.</p>	
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Progress and attainment is in line with national non PP	<p>SLT lead in conjunction with Upper School – Track progress meticulously and make sensible amendment to support their progress.</p> <p>1:1 tuition in all subject areas where appropriate.</p>	<p>Progress 8 score for disadvantaged pupils (2018-2019) -0.48, Progress 8 score for national non-disadvantaged students 0.13</p> <p>Attainment 8 score for disadvantaged students 45.3, national non-disadvantaged students 50.1</p> <p>58.3% of disadvantaged students achieved 5 A*-C (4-9) with standard passes in Maths and English, 67.6% of non-disadvantaged students</p>	<p>Progress figures are disappointing despite level of personalised support received for PP students. Upper school office has conducted case studies of all year 11 PP students to understand other impacts as well as identifying areas for development.</p> <p>Improvement in student voice input from PP students to better personalise provision and evidence development of PP students throughout their time in school</p> <p>More parental engagement a focus for this year's plan, again to improve level of personalised provision.</p>	£54,296



<p>Progress and attainment in line with national non PP</p>	<p>Individualised support for each child at every data point entry through a member of USO or DJK. The above staff liaise with subject staff to discuss appropriate support and interventions. A calendared yearly process, with structured review and amendment points. At each data entry point a data profile is created for each PP student whereby action points are drawn out and individualised strategies are created.</p> <p>HCW and CLO Co-ordination of interventions and close liaison with subject staff.</p> <p>MAT team and Attendance officer – the most successful schools offer support to improve pupils attendance, behaviour confidence and resilience</p>	<p>Provisional DFE Data  Progress 8 score for disadvantaged pupils (2018-2019) -0.48, Progress 8 score for national non-disadvantaged students 0.13  Attainment 8 score for disadvantaged students 45.3, national non-disadvantaged students 50.1  58.3% of disadvantaged students achieved 5 A*-C (4-9) with standard passes in Maths and English, 67.6% of non-disadvantaged students</p> <p>Attendance Figures (2018-2019)  Pupil premium = 93.1%  Non pupil premium = 95.6%  Whole school attendance = 95.6%</p>	<p>HOY and HOS will continue to support the disadvantaged students in their year group. The pupil premium intervention mentor will co-ordinate the whole school interventions and liaise with staff and students where appropriate. Improved communication through whole school training relating to PP provision, intervention and evidencing impact.</p> <p>The pupil premium intervention co-ordinator will have the overview working alongside the SLT link, Heads of School, Heads of Year and teaching staff to discuss, plan and ensure that the implementation of interventions are taking place.</p> <p>To continue the role of the attendance officer within school, closer monitoring of PP attendance to bring in line with whole school attendance. Regular calendared attendance reviews of PP students at SLT meetings and HOY meetings.</p>	
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<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Progress and attainment in line with national non PP	Sixth form mentors  Buddy Reading – Year 10 students trained to deliver buddy reading programme to Yr. 7 PP students	Positive relationships, effective learning environment created.  Year 7 who attended show an improvement in their reading ability.	Works most effectively when SF progress leader liaises directly with subject teachers for work	£12,854
	Outdoor adventure learning – all PP students are supported financially to attend outward bound trip, overseas and residential trips and duke of Edinburgh	All pupil premium students have been supported with residential trips to provide them with opportunities that they may not have been able to. This will support their holistic development as a young person.	To continue to encourage outdoor education visits and look for more opportunities to raise aspirations particularly amongst middle and higher ability PP students.	

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.



