

Pupil Premium Strategy Statement, September 2020

1. Summary information					
School	The Ecclesbourne School				
Academic year	2020-2021	Total PP budget	£79,475	Date of most recent PP review	July 2020
Total number of pupils (11-16)	96	Number of pupils eligible for PP (%)	8	Date for next internal review	July 2021
Staff responsible for leading PP	Clarissa Ourabi (SLT lead), Helen Green (PP co-ordinator), Liz Page (Governor)				

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (v national average)
% achieving 4-9, inc. English and Maths	73.7%	71%
Progress 8 score average	0.87	0.13
Attainment 8 score average	49.89	50.1
Ebacc entry	36.8%	

3. Barriers to future attainment	
In-school barriers	
A.	There is a small cohort of PP pupils in each year group; this requires a personalised approach to the support provided to each pupil.
B.	Quality of teaching for PP pupils must be consistently good quality across the school.
C.	School closure due to the coronavirus pandemic will have affected the progress made by some PP pupils and some may be behind in their work.
D.	Resilience, mental health and future aspirations; PP pupils can often struggle with the demands of school life and this can negatively impact on their learning. PP pupils often have low aspirations regarding their career prospects, which can lead to poor motivation.
E.	Many PP students do not arrive to school prepared for learning; they often need to be provided with uniform and equipment. School is in an affluent area so there can be a stigma associated with needing financial support for such things and extra-curricular activities.
External barriers	
F.	The attendance rates of PP pupils tend to be some of the lowest in the school.

4. Desired outcomes		
A.	Whole PP cohort progress, at least in line with national non-PP progress	Progress 8 score 0.13
B.	Attainment of PP cohort at least in line with national non-PP attainment	Attainment 8 score 50
C.	Improvement at GCSE performance 4-9, including English and Maths	75%
D.	Building resilience and raising aspiration	Destinations; improvement in student well-being (evidence through Student Voice)

The PP strategies employed follow the tiered approach recommended by the Education Endowment Foundation

5a. Planned expenditure (Teaching)					
Desired outcome	Chosen action / approach	Evidence / rationale for approach	How will you ensure it is implemented well?	Staff lead	Review of implementation
<p>A. Whole PP cohort progress;</p> <p>B. Attainment of PP cohort;</p> <p>C. Improvement at GCSE performance</p>	<p><u>Whole school CPD on Quality First Teaching</u> (overcoming in-school barriers B, C, D)</p> <ul style="list-style-type: none"> - Assessment for learning strategies - Staff training (feedback, collaborative learning, questioning techniques, effective use of technology to improve outcomes) - New staff training sessions focused on T&L - New staff INSET on using technology in the classroom to improve outcomes - Focus on PP pupils in lesson observations 	<p>Teaching and Learning Toolkit (EEF): Feedback, collaborative learning, oral language interventions)</p> <p>DfE (2015) Supporting the attainment of disadvantaged pupils: high quality teachers first, focus on improving quality of classroom practice.</p>	<p>PM and QA lesson observations</p> <p>Staff CPD feedback</p>	<p>SLT</p> <p>HOFs</p> <p>HODs</p>	<p>July 2021</p>
	<p><u>Curriculum specific interventions</u> (in school barriers A, B)</p>	<p>Ofsted Pupil Premium update (2014): Most effective leaders identify their pupil's specific needs</p>	<p>HODs monitor impact of interventions during department and CLT meetings.</p>	<p>HODs</p> <p>CLO, HLG</p>	<p>July 2021</p>

		<p>accurately so that attainment can be tackled at its earliest stage.</p> <p>DfE (2015): meeting individual learning needs, differentiated responses for individuals versus one-size-fits-all.</p> <p>EEF ‘Good teaching is most important’</p>	<p>Scheduled faculty reviews of curriculum specific interventions, recorded on PP master document. Those interventions reviewed by CLO and HLG</p>		
	<p><u>Catch-up</u> on work lost during school closure (overcoming in-school barrier C)</p> <ul style="list-style-type: none"> - Interview PP pupils to find out where gaps in learning are - Formulate individual support programmes for PP pupils - Provide one-to-one sessions or small group intervention groups where necessary - Involve parents and carers in planning individual support programmes - Provide pupils with technological support, where necessary, to help them catch-up 	<p>EEF (2020) <i>Covid-19 support guide for schools</i>: “assessment can help teachings determine how to most effectively support their pupils”</p> <p>“In order to support pupils who have fallen behind furthest structured interventions are likely to be necessary”</p> <p>“Technology [will be valuable in] facilitating access to online tuition or support”</p>	<p>Timetables of student support in place and being followed</p> <p>Interventions recorded on PP master document</p> <p>Monitor progress through data</p>	<p>SLT</p> <p>HODs</p> <p>Head of Year 11</p> <p>PP Coordinator</p>	<p>October 2020</p> <p>Ongoing 2020-21</p> <p>Termly 2020-21</p>

	- Focus on quality teaching, including formative assessment strategies to help individual pupils catch up.				
Total budgeted cost				£15,000	

5b. Planned expenditure (Targeted academic support)					
Desired outcome	Chosen action / approach	Evidence / rationale for approach	How will you ensure it is implemented well?	Staff lead	Review of implementation
<p>A. Whole PP cohort progress;</p> <p>B. Attainment of PP cohort;</p> <p>C. Improvement at GCSE performance.</p>	<p>(overcoming in-school barriers A, B, C, D, E)</p> <p>- <u>Track progress</u> of PP pupils using reporting data; make sensible amendments to the support provided to ensure progress</p> <p>-<u>Peer tutoring</u> in subject areas as appropriate for each PP pupil; Peer Tutors to be given training about how to achieve the best outcomes; Peering Tutoring to take place for short blocks, rather than long programmes.</p> <p>- PP pupils to be set in smaller class for core subjects</p>	<p>DfE (2015) <i>Supporting the attainment of disadvantaged pupils:</i> 'in successful schools, headteachers and SLT looked at how each PP pupil was progressing and closely monitoring the success teachers were having in supporting their pupils to make progress.'</p> <p>EEF [recommends]: One-to-one tuition,</p>	<p>Progress of PP pupils a regular agenda item on PLT meetings</p> <p>Student Voice Staff feedback to CLO/HCW about progress being made</p> <p>Timetables checked at the beginning of the year; changes made if necessary during the year</p> <p>Timetabled lessons</p>	CLO, HCW, HLG	

	<p>- <u>Collaborative learning</u> Small intervention groups for Maths, English and Science. And for other subjects, dependent on tracking</p> <p>- <u>PP Mentors</u> A member of SLT to be a mentor for each Y11 PP pupil</p> <p>- <u>PP Master Document</u> to be monitored regularly to ensure that PP pupils are receiving appropriate and personalised support in subject areas, as well as in other areas, e.g. careers</p> <p>- <u>Attendance</u> and Student Welfare Officer (LMM) to assist in improving attendance of PP pupils; working with individual pupils providing emotional and social support which will impact on attendance.</p>	<p>small group tuition, reducing class size</p> <p>EEF: Evidence consistently shows the positive impact that targeted academic support can have</p> <p>DfE (2015) <i>Supporting the attainment of disadvantaged pupils:</i> 'regular attendance was a priority in more successful schools, with the importance of this being shared with all pupils and families.'</p>	<p>Feedback during SLT/PP meetings (every half term with PP co-ordinator)</p> <p>Weekly meetings between CLO and HLG to discuss interventions and their impact. Interventions analysed during SLT/PP meetings.</p> <p>LMM to liaise closely with USO and LSO about attendance of PP pupils. Attendance figures of PP pupils a set agenda item SLT/PP meeting</p>	<p>SLT</p> <p>CLO, HLG (<u>all</u> staff to contribute)</p> <p>LMM, LSO, USO, RN</p>	
Total budgeted cost					£52,321

5c. Planned expenditure (Wider strategies)

Desired outcome	Chosen action / approach	Evidence / rationale for approach	How will you ensure it is implemented well?	Staff lead	Review of implementation
<p>A. Whole PP cohort progress;</p> <p>B. Attainment of PP cohort;</p> <p>C. Improvement at GCSE performance</p>	<p>(overcoming in-school barriers A, B, C, D; external barrier F)</p> <p><u>Peer Mentoring</u> (see above)</p> <p><u>Buddy Reading</u> - Y10 students trained to support reading and comprehension of Y7 PP students</p> <p><u>Emphasis on PP in staff training and PM, and in subject meetings</u> (see above)</p> <p><u>Parental engagement</u> - Letter to parents to gather information about the best way to support their child - Regular contact with parents about progress and attendance</p>	<p>EEF [recommends]: peer mentoring, tackling literacy</p> <p>EEF (2020) <i>Covid-19 support guide for schools</i>: It will be essential that schools and families [continue] to work together as pupils return to school. Regular and supportive communications with parents [will be necessary] to increase attendance and engagement with learning.</p>	<p>HOY and SF Progress Leader to implement together; staff to regularly evaluate outcomes; student feedback.</p> <p>CJJ to implement with HOY; CJJ to regularly evaluate outcomes, student feedback.</p> <p>HLG to deliver a PP session to whole staff. Staff evaluations completed and reviewed.</p> <p>Parental feedback through letter. Regular communication with parents will help to ascertain how well each pupil is being supported and ensure a flexible approach is being adopted.</p>	<p>AAB, HOY</p> <p>CJJ</p> <p>HLG</p> <p>CLO, HLG</p>	<p>July 2021</p>

	<p><u>Behaviour Management</u> - Staff training on behaviour management during Sept INSET; strategy in staff planners; use of behaviour management system on SIMs to track behaviour - New staff training on behaviour management</p> <p><u>Resources</u> (overcoming in-school barrier E) - All PP pupils are supported financially to attend the Outward Bound trip, overseas residential trips and Duke of Edinburgh - All PP pupils are provided with equipment and uniform as and when they require it</p>	<p>DfE (2015) <i>Supporting the attainment of disadvantaged pupils:</i> ‘more successful schools [have] strong behaviour policies which are supported by all staff, governors, families and pupils.’</p> <p>EEF [recommends]: outdoor adventure learning</p>	<p>RN to lead staff session on Behaviour Management in September. Staff INSET during the year to include behaviour management strategies.</p> <p>Student feedback after extra-curricular activities to gauge impact</p> <p>Budget for additional equipment and uniform</p>	<p>RN</p> <p>DDB</p> <p>Trip leaders</p> <p>CLO, HLG</p>	
D. Building resilience and raising aspiration	<p>(overcoming in-school barrier A, C,D; external barrier F)</p> <p>- Mental Health training and support for students, both in large groups and targeted support where required</p> <p>- Use of Student Support Room</p>	<p>DfE (2015) <i>Supporting the attainment of disadvantaged pupils:</i> ‘more successful schools create a ‘social hub’ within the school, providing counselling services and parent liaison staff, alongside</p>	<p>- Mental Health sessions delivered to all year groups, staggered throughout the school year. - Student Voice used to ascertain impact</p> <p>- Enrichment activities recorded on PP Master Document and</p>	<p>HOY</p> <p>CLO, HLG</p>	

	- PP pupils given opportunities to enhance their social and cultural capital through enrichment activities, trips and visits.	teaching and learning interventions’	tracked to ensure all PP pupils are participating in these opportunities.		
All desired outcomes	<u>Evaluating impact of PP strategies</u> - Individual case studies of PP students in Years 10 and 11 are written to fully detail the support they have received and to evaluate the impact of those support measures - All PP pupils undergo a leaving interview; responses are added to the case studies	Ofsted (2014): Most effective leaders identify their pupil’s specific needs accurately so that attainment can be tackled at the earliest stage. DfE (2015): [the importance of] meeting individual learning needs	- Case studies read and reviewed by CLO, HLG, SLT, USO. - Successful strategies feed into the PP strategy for the next academic year	CLO	July 2021
Total budgeted cost				£11,854	