

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Ecclesbourne School
Number of pupils in school	1550
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021-September 2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Clarissa Ourabi
Pupil premium lead	Helen Green
Governor / Trustee lead	Elizabeth Page

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,020
Recovery premium funding allocation this academic year	£12,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£98,635

# Part A: Pupil premium strategy plan

## Statement of intent

At Ecclesbourne School our intention is that all students, regardless of their background or learning difficulties, or other challenges they may face, make good progress and achieve high attainment across the curriculum.

The intention of our Pupil Premium strategy is to put into place actions which will help disadvantaged students to achieve that goal. We will consider the barriers to learning that students might face and work in partnership with students and families to try and overcome those barriers.

The strategies put into place will also benefit other students, regardless of whether they are classified as pupil premium or not.

We follow the EEF tiered-approach which prioritises Quality First Teaching. We know that the best way to improve outcomes for our disadvantaged students is to have them in the classroom; deploying teaching and learning tools which are proven to help students achieve.

We use data to identify where there are gaps in learning, particularly important given there might be 'lost learning' as a consequence of the pandemic. With our small number of PP students we adopt a personalised approach to catch-up, using our own teaching staff who know our students so well. We also respond to common trends which are known to have an impact on PP outcomes, notably attendance and the engagement of families.

Our approach has at its heart the attitude that pupil premium is not to be conflated with low-attainment; therefore we have high expectations for all of our PP students. We take a whole school approach to PP with staff cognisant that we are all responsible for the outcomes of our disadvantaged students.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with staff, students and parents suggest that there has been more 'lost learning' amongst disadvantaged pupils than for their peers. These findings are supported by national studies:

	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</a>
2	Pastoral staff (PLT) and teaching staff have observed that the wellbeing of many disadvantaged pupils has particularly suffered as a consequence of the pandemic. Evidence of this also comes from the PP parent/carer survey carried out in November 2021.
3	<p>Assessments, observations and staff feedback indicate that, in general, our disadvantaged pupils have lower levels of literacy compared to their peers.</p> <p>Average WRAT reading scores are 113.6 for PP and 114.3 for non-PP Average WRAT spelling scores are 108.0 for PP and 111.1 for non-PP.</p> <p><i>'[in secondary schools] literacy is key to academic success across the curriculum' (Kevan Collins, EEF 2019)</i></p>
4	Attendance data for the last academic year has been lost as a consequence of a cyber attack on the school. However, observations and experience shows us that attendance of PP students tend to be lower than that of non-PP students.
5	Pastoral staff (PLT) have observed from contact with families, and parents evening attendance, as well as national, evidence-based research, that engagement of disadvantaged parents tends to be lower than that of non-disadvantaged parents. This impacts on literacy levels and the building of cultural capital, which all contribute to pupil outcomes.

## 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 attainment among disadvantaged pupils across the curriculum across the end of KS4, with a focus on EBacc subjects	<ul style="list-style-type: none"> <li>To achieve top quartile for Progress 8 made by disadvantaged pupils amongst similar schools.</li> <li>To achieve top quartile for Attainment 8 made by disadvantaged pupils amongst similar school.</li> <li>To achieve top quartile for Attainment 8 made by disadvantaged pupils amongst similar school.</li> </ul>
Improved levels of literacy among disadvantaged pupils across KS3 and to encourage a 'love of reading' amongst pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> <li>Literacy based assessments in English to demonstrate improved skills among disadvantaged pupils as an indication of their progress.</li> <li>An increase in reading for pleasure</li> </ul>

Improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> <li>• Qualitative data from student voice which indicates high levels of wellbeing.</li> </ul>
Increased extra-curricular and enrichment opportunities, including for those pupils who are disadvantaged.	<ul style="list-style-type: none"> <li>• An increased participation in extra-curricular activities by disadvantaged pupils, which is recorded on the Master Document</li> </ul>
Improved attendance by disadvantaged students.	<ul style="list-style-type: none"> <li>• PP attendance to be 90%</li> </ul>

## 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: £ 32,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching: whole staff CPD on PP myths and reality; curriculum maps in place to ensure consistency of delivery; Teaching and Learning Focus Group	Quality First Teaching Approach to include questioning techniques (and oral language interventions), collaborative learning, feedback, etc. <a href="https://www.teachertoolkit.co.uk/2019/06/20/pupil-premium-interventions/">https://www.teachertoolkit.co.uk/2019/06/20/pupil-premium-interventions/</a>	1, 4
High expectations for all PP pupils: keep EBacc entry for PPs high	It is vital that teachers don't conflate disadvantage with low attainment.  <i>From Mitigation to Success: Improving Outcomes For Disadvantaged Learners</i> (Marc Rowland, EEF Jan 2021)	1
Improving literacy: weekly 'Drop Everything And Listen' sessions at KS3; staff to be reading role models; staff CPD on the use of academic words and their role in the improving of literacy; vocab lists, scaffolding and modelling and awareness of access to tier 2 academic words (Isobel Beck, <i>Bringing Words to Life: Robust Vocabulary</i> , 2002) are all part of our QFT approach.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>  Developing literacy skills are key to students as they study more challenging material as they progress in their subjects.	1, 3

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

Budgeted cost: £32,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Catch up groups: KS3 and KS4 PP pupils to be identified using data; 1:1 student PP interview and PP parent voice as a means of further personalising that support	Tuition targeted at specific needs and knowledge gaps can be an effective way to support low attaining pupils or those who have experienced 'lost learning'. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3, 5
Subject mentoring: one-to-one peer mentoring in KS4 and in-class subject mentoring at KS3 for PP pupils; training given to all mentors (including a Mentor Guide Book), with impact reviewed through data and Student Voice.	Studies show that pupils who are low attaining and who are SEND benefit the most from peer tutoring. Evidence shows the benefit of providing support to mentors to help their interactions with the students they are mentoring.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a>	1, 2, 3

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

Budgeted cost: £28,673

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance: high expectations of attendance, including amongst PP pupils; establishing positive relationships with families, the School's Attendance and Welfare Support Worker to work with families to help individuals overcome any boundaries to attendance; PLT to include attendance as a standing weekly agenda item	DfE <i>Improving School Attendance</i> (Sept 2021) guidance has been informed by engagement with schools that have significantly reduced absence rates.	2, 4, 5
Building resilience: a group of pupils, including disadvantaged pupils, identified by quantitative and qualitative data to take part in a resilience programme organised by a pastoral lead.	<i>Building Children's and Young People's Resilience in Schools</i> (PHE, 2014)  There is evidence which suggest that building resilience may improve academic results. It also protects against adversity and engagement in risky behaviours which can impact on outcomes.	1, 2, 4
Raising cultural capital: staff CPD on cultural capital, PP pupils financially supported for any cultural trips and visits; KS3 PP students to go to a Russel Group university and participate	The Ofsted framework requires school to consider how they develop the cultural capital of their	1, 5

in an outreach programme; 'Curriculum Snapshots' sent to parents with suggestions for how to engage with their child's learning.	students, which will help them to succeed in life.	
Extending our most able, including disadvantaged pupils: HPA project to be trialled, to include guest speakers, a super-curricular project, etc.	<p><i>Research to understand successful approaches to supporting the most academically able disadvantaged pupils (Dfe, Nov 2018)</i></p> <p>Successful support for the most academically able PP students involves a suite of activities rather than a single intervention.</p>	

**Total budgeted cost: £98,635**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### *Last year's aims:*

*Progress 8 score of PP pupils to be closer to that of non-disadvantaged pupils.*

Although there remained a gap between disadvantaged and non-disadvantaged pupils in Progress 8, we achieved a positive Progress 8 score for PP of 0.82. This score was higher than the Progress 8 score for our non-PP pupils from 2019 (the last set of national data).

*PP pupils encouraged to opt for the EBacc curriculum*

All pupils are encouraged to opt for the EBacc curriculum. This is explained in assemblies, through 1:1 14+ interviews and is explained to parents. This ensures we are offering a broad and balanced curriculum for all our pupils. For our current KS4 cohort over 50% take the EBacc curriculum.

*Raising aspirations and building resilience*

Mental health support for all pupils, including our disadvantaged pupils was provided through the PLT and pastoral team. A number of Heads of Year and Heads of School are trained Mental Health First Aiders. The appointment of student Mental Health Ambassadors gave students the opportunity to input their concerns about mental health. Assemblies suggested practical ways to look after mental health.

*The effects of the pandemic*

As seen in schools across the country, the partial closures of schools impacted on the disadvantaged pupils as they were unable to access targeted support and interventions. We provided our PP pupils with laptops, and where required dongles for internet access, to enable them to access the online curriculum. Teachers provided on-line lessons via Teams and Show My Homework was used to set and mark work. LSOs were in regular contact with SEND pupils so as to provide them with personalised support. Welfare calls from tutors, subject staff and pastoral staff helped to mitigate against disengagement. Our PP pupils were able to attend school alongside the children of key workers. Again, this helped with their engagement of remote learning.



## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*