

Pupil premium strategy statement

School overview

Metric	Data
School name	Ecclesbourne School
Pupils in school	1550
Proportion of disadvantaged pupils	6%
Pupil premium allocation this academic year	£86,020
Academic year or years covered by statement	Year 7 – Year 11
Publish date	September 2021
Review date	July 2022.
Statement authorised by	Clarissa Ourabi
Pupil premium lead	Helen Green
Governor lead	Mrs Elizabeth Page

Disadvantaged pupil performance overview for last academic year

Progress 8	0.53
Ebacc entry	57.4%
Attainment 8	59.36
Percentage of Grade 5+ in English and maths	76%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 2022
Attainment 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 2022
Percentage of Grade 5+ in English and maths	Achieve top quartile for percentage of Grade 5+ in English and Maths made by disadvantaged pupils amongst similar schools	Sept 2022

Other	Attendance of disadvantaged students to be commensurate to national average	Sept 2022
Ebacc entry	Maintain high levels of disadvantaged students being entered for EBacc	Sept 2022

Teaching priorities for current academic year

Measure	Activity
Curriculum	<p>Continuous Professional Development to support the Quality First Teaching approach to closing the gap ("Good teaching is the most important lever schools have to improve outcomes" EEF, 2019)</p> <ul style="list-style-type: none"> • PP students to be given access to EBacc curriculum • High expectations for PP students • Staff CPD on Pupil Premium at the beginning of the academic year • Employing AFL strategies • Staff CPD on differentiation • Teaching and Learning Focus Group • Two-year induction process for ECTs • Use data to monitor progress • Department meetings to have PP progress as a standing agenda item; sharing of good practice • Curriculum maps in place to ensure consistency in delivery • Master Document shared with staff to be updated with any interventions carried out for individual PP students.
Literacy	<p>Improve literacy</p> <ul style="list-style-type: none"> • Weekly 'Drop Everything And Listen' (DEAL) tutor times for Year 7, Year 8 and Year 9. • Y7 Literacy Catch-Up • Staff to be reading role models by sharing their reading with students. • Staff CPD on PP focusing on the use of academic words, how they can be barriers to learning and how to overcome those barriers (Isobel Beck, <i>Bringing Words to Life: Robust Vocabulary</i>, 2002) <p>Evidence: '[In secondary schools] literacy is key to academic success across the curriculum.' (Kevan Collins, EEF 2019)</p>
Barriers to learning these priorities address	<u>Quality First Teaching</u>

	<ul style="list-style-type: none"> • Pupils will have access to a broad and balanced curriculum • They will know their targets and know how to achieve those, in the short-term and the long-term through AFL • Quality teaching will make the curriculum accessible for PP students <p><u>Improve literacy</u></p> <ul style="list-style-type: none"> • Closes literacy gap • Raises cultural capital <p>Evidence: 'Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects.' (Ricketts, Sperring and Nation, 2014)</p>
Projected spending	£28,673

Targeted academic support for current academic year

Measure	Activity
Catch-up and Subject Mentoring	<p>The catch-up programme will ensure PP students are not disadvantaged from any lost learning caused by the pandemic.</p> <ul style="list-style-type: none"> • Students will be identified using data and their progress monitored • Students each to have a PP interview in Term 1 as another means to identify where support is needed • KS3 PP students to be provided with in-class support mentors where needed • Catch-up and personalised support provided to PP students, as identified from data and staff input. Emphasis on core subjects at KS3; any subject at KS4. <p>Year 11 and Year 10 PP students will be provided with a Sixth Form Subject mentor according to needs</p> <ul style="list-style-type: none"> • SF students to be trained on how best to mentor and support students • Weekly mentoring sessions

Increased parental engagement	<ul style="list-style-type: none"> Curriculum Intents on website for KS4 courses Curriculum 'Snapshots' with suggested activities for parents / carers to engage with for all parents. Accessible language used to help engage PP parents. PP parents sent a letter early in the academic year to outline the provision and to encourage a two-way dialogue in supporting their child. <p>Evidence: 'Parental engagement has a large and positive impact on children's learning.' (DfE, 2010)</p>
Barriers to learning these priorities address	<p><u>Catch-up and Subject Mentoring</u></p> <ul style="list-style-type: none"> Improves student confidence in subjects Allows a personalised approach to supporting learning <p><u>Parental engagement</u></p> <ul style="list-style-type: none"> Encourages school-home partnership working to keep students motivated and improve homework completion Raises cultural capital <p>Evidence: 'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. The scale of the impact is evident across all social classes and all ethnic groups.' (Desforges, 2003).</p>
Projected spending	£28,673

Wider strategies for current academic year

Measure	Activity
Attendance at school	Student Support Office to offer a personalised approach, working with parents/carers and HOY, to help students to overcome any barriers preventing school attendance
Raise aspirations	<p>Outstanding careers provision from Year 7</p> <p>Careers interviews available for all PP students from Year 9 upwards</p> <p>PP students to be given priority on any careers visits or events</p>

	16+ interviews
Raise cultural capital	Staff CPD on the value of cultural capital and how departments can develop strategies PP students to be financially supported for any cultural trips and visits Y8 and Y9 PP students to go to a Russell Group university for an outreach programme
Extending our most able students	PP students who are identified as HPA to complete a super-curricular project Opportunities to listen to a range of guest speakers
Building resilience	Identified PP students to take part in a resilience programme, involving a range of different learning experiences targeted at building resilience.
Resources	Provision of books, ICT equipment, stationery, etc.
Barriers to learning these priorities address	Increasing the engagement of disadvantaged students Building cultural capital
Projected spending	£28,673

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring INSET/CPD includes teaching and learning practical strategies Allow time for staff to collaborate and share good practice Encouraging parents to consult curriculum maps Implementing 'Drop Everything and Listen'	A programme of INSET (DDB) Department meetings (HoS) PP as standing item on agendas Signpost to parents through letters and ParentPay (KGT, HLG) Convey to staff the 'why' of the strategy to ensure buy-in Feedback from stakeholders (HLG, EHE)
Targeted support	Ensuring catch-up continues	LSO and HLG, with information from HoF to review data and progress of students involved in KS3 Period 6 catch up.

	<p>Ensuring Subject Mentoring has an impact</p> <p>Encouraging parents to use Curriculum Snapshots</p>	<p>Heads of school in Key Stage 4 to analyse the data at each data point entry and then take action as required. Progress will then be monitored at each continuous data point entry.</p> <p>Mentor training (EMH, VID, HLG). Student feedback. Staff feedback. Data</p> <p>Make the Snapshots as easy to digest as possible. Make them easy to view on mobile devices.</p> <p>Parent feedback (HLG)</p>
Wider strategies	Improving the attendance of students who are extremely disengaged	Give LMM the time to be able to build relationships with such families and students

Review: last year's aims and outcomes

Aim	Outcome
Progress 8 score of PP students to be closer to that of non-disadvantaged students	Although the gap between disadvantaged and non-disadvantaged- there is a positive progress 8 score for PP students and this is greater than non-PP students based on 2019 data (last national data set). P8 score of 0.82 for 2021 using SISRA which does compare a large data set.
PP students encouraged to opt for EBacc curriculum.	All students are encouraged to opt for the E-Bacc route to maintain a broad and balanced curriculum. This figure for the current Year 10 is above 50%.
Raising aspirations and building resilience	<p>Mental health support was provided through the pastoral team.</p> <p>The appointment of Student Mental Health Ambassadors gave students the opportunity to input their concerns about mental health</p> <p>Assemblies suggested practical ways of looking after mental health</p>

	The pandemic limited the possibilities for enrichment but all activities were recorded on the Master Document.
--	--