Pupil premium strategy statement

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 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	1617
Proportion (%) of pupil premium eligible pupils	6.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	September 2022-July 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2024
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	£79,785
Recovery premium funding allocation this academic year	£22,356
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,141

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 and use a variety of support and intervention strategies to close those gaps. 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, the engagement of families and the raising of cultural capital.

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	Attainment There is an attainment gap between non-disadvantaged students and disadvantaged students.
2	Literacy barriers Some disadvantaged students arrive in Year 7 with below age-related expectations in reading and writing. Some students do not read for pleasure.

3	Attendance
	Attendance to school is, on average, lower for disadvantaged students than non-disadvantaged. Last year 14.7% of PAs were disadvantaged students (7% of students PP)
4	Enrichment
	Ensuring all disadvantaged students take up enrichment opportunities available to them, including leadership posts as well as trips and visits, in order to build cultural capital.
5	Well-Being
	We are still seeing the effects of two lockdowns during the pandemic with some students struggling with mental health.

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 by the end of KS4.	• To achieve top quartile for Progress 8 made by disadvantaged pupils amongst similar schools. • To achieve top quartile for Attainment 8 made by disadvantaged pupils amongst similar school.
Improved levels of literacy among disadvantaged pupils across KS3 and to encourage a 'love of reading' amongst pupils, including those who are disadvantaged.	• Progress made by individual students who use our literacy intervention programme. • All Year 7 students to be given a book for Christmas • All year 7s to visit a local library and become members • An increase in reading for pleasure, as seen in library loans, participation in reading competitions • Positive qualitative data from students regarding DEAL mornings.
Improved wellbeing for all pupils, including those who are disadvantaged.	• Qualitative data from student voice which indicates high levels of wellbeing.
Increased extra-curricular and enrichment opportunities, including for those pupils who are disadvantaged.	• An increased participation in extra-curricular activities by disadvantaged pupils. Logged on Master Document.

Improved attendance by disadvantaged students.	• PP attendance to be >90%

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: £71,498.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching • Whole staff CPD on PP myths and reality; the importance of disadvantaged students developing core knowledge and being able to recall it is essential so a focus on questioning and retrieval practice • Using scaffolding and modelling techniques to help students with writing; with the gradual removal of that support when students are able to use those strategies themselves. • Curriculum maps in place to ensure sequenced learning and consistency of delivery • Teacher presence in exercise books to be clear, with personalised next step advice • Staff CPD on teaching and learning strategies • Using the Teaching and Learning Community (TLC) to bring best practice to CLT which gets disseminated within departments • Master Document to be used to share good practice by recording teaching strategies and approaches that work with individual students • CPD through peer lesson observations *This will be quality assured through curriculum reviews, SLT Learning Walks, lesson observations, departmental minutes, book scrutiny, student shadowing, entries on the Master Document*	EEF 18 (Oral language interventions) EEF 9 (Feedback) EEF 16 (Metacognition)	1, 2, 3
Improving literacy levels • Appointment of a Literacy Co-ordinator who will put together an evidence-based literacy	EEF 25 (Reading comprehension)	1, 2, 5

| strategy for the school and monitor its implementation and impact. This will follow the EEF recommendations in a staggered way.
• Literacy co-ordinator to be a member of the TLC and use that group as a means of training staff on whole school literacy interventions.
• Head of English and/or Literacy Coordinator to lead Staff CPD on EEF recommendation 4 (reading challenges texts)
• Drop Everything and Listen scheme to run with Years 7-9.
• Weekly library lessons for all Year 7 students and termly library lessons for all Year 8 students
• Library to be open before school and at the end of the school day.

This will be quality assured through Staff Voice and Student Voice; lesson visits of DEAL sessions and library lessons; library lending rates | EEF 18 (Oral language interventions) | |

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

Budgeted cost: £15,321.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring • Subject tutoring by teachers to small group (maximum size 6) for targeted students *This will be quality assured through Student Voice and data analysis*	EEF 30 (small group tuition) EEF 18 (Oral language interventions) EEF 12 (Metacognition) EEF 9 (Feedback) EEF 25 (Reading comprehension)	1, 2, 5
Revision resources • Revision guides to be provided for all PP students in subjects	EEF 7 (homework)	1

• Student Revision Zone to be created, resources uploaded and shared with students	EEF 12 (Metacognition)	
Peer support • Sixth Form Subject mentoring of Year 11 students on a weekly basis • In-class KS3 lesson support by Sixth Form students • Buddy reading: Sixth Form students or Year 10 students with Year 7 students • Wellbeing ambassadors • Anti-bullying ambassadors *This will be quality assured through Student Voice and data analysis*	EEF 17 (Peer tutoring) EEF 27 (Social and Emotional learning)	1, 2, 3, 5
Reading interventions • School to use a reading intervention programme which will enable students with lower than expected reading ages to make progress. • Students to be supported in using these programmes by the Literacy Co-ordinator and trained LSOs *The programme will monitor progress*	EEF 10 (mastery learning) EEF 21 (reading comprehension) EEF 23 (phonics)	1, 2, 5
Pastoral support • Senior Pastoral Worker and School Nurse to work with individual students to provide support to individual students, liaising with families and external agencies where necessary • DSL to follow supervision model whereby pastoral concerns of PP students are discussed in LS/US/SF meetings and strategies for support discussed • My Concern used by all staff to record concerns	EEF 11 (mentoring) EEF 16 (parental engagement) EEF 27 (social and emotional learning)	1, 3, 5
SEND in class support • ELOs to provide in-class support for PP students with SEND	EEF 29 (Teaching Assistant interventions)	1, 2, 5

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

Budgeted cost: £15,321.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance • Attendance data to be a standing item on the weekly PLT agenda in order to identify any patterns of low attendance • The School's Attendance and Welfare Support Worker to work with families to help individuals overcome any boundaries to attendance • Graduated response to low attendance to be followed across all year groups • Home visits made where persistent absence occurs • Attendance to be used as a tag on My Concern to see attendance, and interventions, alongside a student's profile and chronology • Any student late to school to be given a break time detention. This then escalates to a lunchtime, then after school detention. After this a meeting with parents takes place. *Attendance data to be reviewed weekly; DSL to monitor attendance patterns on My Concern; DSL to monitor lateness on Sims*	EEF 16 (parental engagement) EEF 11 (mentoring)	1, 3, 5
RSE programme • RSE programme to be clearly sequenced and seen visually on a 'learning journey' document • RSE events, including talks and workshops, to be organised to support the RSE curriculum • BERT award to be undertaken as a means of auditing current provision and making improvements *This will be quality assured through curriculum reviews, RSE mapping documents, lesson observations, staff*	EEF 3 (behaviour interventions) EEF 27 (social and emotional learning) EEF 4 (collaborative learning)	1, 3, 4, 5

and student voice after events, attaining the BERT award		
Development of enrichment programme • Appointment of SLT lead on Enrichment • In-school talks by people from industry and other educational establishments • Careers events: Take Your Child to Work Day (Y8) with provision for students unable to secure a place; Work Experience (Y10 and Y12) • All trip forms to state the number of PP students involved v PP students able to be involved to ensure staff prioritise the involvement of disadvantaged students • Opportunities for student leadership roles: Student Council, WellBeing Ambassadors, Anti-Bullying Ambassadors, Community Ambassadors. Disadvantaged students encouraged and supported in these roles. *The participation of disadvantaged students in all extra-curricular activities will be logged on a centralised system; Head of Enrichment will monitor this regularly and intervene to ensure disadvantaged students are given opportunities where this isn't happening*	EEF 2 (Aspiration interventions) EEF 1 (Arts participation)	1, 4, 5
Uniform and resources • From Sept 2023 all Year 7 PP students to be given £100 towards the cost of uniform; £50 each year after Year 7 to replace items • Stationery provided to PP students, including an examination pack for Year 11 prior to exams • Resources for practical subjects purchased: Art books, Food Tech ingredients, etc.	EEF 24 (school uniform)	1, 5
Building cultural capital • Peripatetic music lessons, e.g. guitar, singing, to be subsidised	EEF 1 (arts participation)	1,

• UK trips and visits to be subsidised • 50% of cost of international trips to be provided		

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.

Pupil Premium summary

Intended outcome 1: exam results

Improved attainment among disadvantaged pupils across the curriculum across the end of KS4, with a focus on EBacc subjects

Exam results

The exam results of our disadvantaged students, compared to non-disadvantaged locally and nationally, are below:

	School disadvantaged pupils	Local authority non-disadvantaged pupils	England non-disadvantaged pupils
Progress 8 score	**-0.22**	0.04	0.15
A8 score	**47.3**	51.3	52.6
English and Maths at Grade 5+	**50%**	55%	57%
English and Maths at Grade 4+	**67%**	75%	76%
EBacc at Grade 5+	**17%**	19%	24%
EBacc at Grade 4+	**42%**	25%	31%
Entering EBacc	**42%**	33%	43%
EBacc Average Point Score (APS)	**4.22**	4.47	4.65

That our disadvantaged students made less progress than non-disadvantaged locally and nationally is disappointing. However, there are a number of reasons for this:

- The number of students included in this data are 10. This is a very low number so any under-performance has a huge impact on the overall Progress 8 score.
- We are still seeing the impacts of the pandemic. This cohort spent important time during Year 9 and Year 10 learning remotely. We provided all students with a laptop so that they could access remote learning and did weekly welfare calls but lack face-to-face input and support from teachers played a part.

However, it is pleasing that our PP progress score this year is an improvement of +0.22 on the equivalent score in 2019 (the last time there were public exams).

It is also worth noting that at the beginning of the academic year we identified 19 disadvantaged students in the Year 11 cohort, plus a student became FSM during the year. Thus, we provided additional input for 20 students in total that we saw as being disadvantaged. When we look at the Progress 8 score of those 20 students it is 0.25.

Our disadvantaged EBacc results compared to local and national figures are excellent and are indication of the ambitious curriculum we provide for all of our students.

Additional support / interventions provided

- We led an in-house tutoring programme with the number of PP students being involved below:

Year 11: 9 PP students (out of 20)

Year 10: 16 PP students (out of 23)

Year 9: 2 PP students (out of 25)

Year 8: 2 PP students (out of 20)

Year 7: 4 PP students (out of 26)

- 10 PP students received Subject Sixth Form Peer Mentoring every Thursday morning before school.

All of these interventions contributed to positive outcomes for our disadvantaged students.

Intended outcome 2: literacy

Improved levels of literacy among disadvantaged pupils across KS3 and to encourage a 'love of reading' amongst pupils, including those who are disadvantaged.

- All KS3 PP students participated in the weekly Drop Everything And Read scheme. Qualitative data taken from tutors:

'My tutees seem to be very engaged in the reading. It's a been great way to both settle them in the mornings as they become really absorbed in the reading as well to develop their reading/listening skills.'

'I think some students have been resistant to the initiative, but are coming onboard more and more the further through the book we get. I've enjoyed it too, so I think my enthusiasm has helped!'

'I think it benefits those who don't read at all and the less able students'

'One of the very positive outcomes of this initiative is that is allows us to discuss language and situations that we might feel awkward to discuss in a public forum, without the book as a backing.'

- There were a number of events and strategies employed to promote reading for pleasure:
- ➤ The author of the Year 7 reading book visited school and led workshops with all Year 7 students.
- ➤ Whole School assemblies were delivered to promote reading: World Book Day, Poetry Day, Shakespeare Day
- ➤ Staff are reading role models, evidenced by posters on classroom doors informing students what they are reading
- ➤ Posters in every classroom of suggested books related to the curriculum
- ➤ World Book Day whole school competition
- ➤ 7 out of the 28 students who participated in Buddy Reading (following diagnostic assessments) were PP students (25%)

Intended outcome 3: student wellbeing

Improved wellbeing for all pupils, including those who are disadvantaged.

All Year 7 forms have a number of Peer Mentors, who are Sixth Form students, who support them weekly and provide peer support should they have any concerns or worries.

The School employs a Student Welfare Support Worker and a nurse. They help individual students who need help with their mental health and wellbeing.

The School trains students to be Well Being Ambassadors. They raise awareness of mental health and wellbeing in School.

The School trains students to be Anti-Bullying Ambassadors. They provide peer support during lunchtimes in designated areas of school. They also raise awareness of anti-bullying initiatives in assemblies and signposting around the school site.

The school has established a Welfare Hub for students to visit before and after school or at lunchtime if they feel like they want someone to talk to.

The School uses Tootoot so students can report concerns anonymously.

The School is undertaking the BERT Bronze Award (Building Effective Relationships Together). This is a full audit of how we are supporting the wellbeing of our students.

Intended outcome 4: enrichment

Increased extra-curricular and enrichment opportunities, including for those pupils who are disadvantaged.

The Master Document was used to record PP student participation in extra curricular activities. There were many events which all PP students participated in.

Due to covid the data below cannot be compared to 2020-2021.

	All PP students	Some PP students
Year 7	- Skills Builder Day - STEM Day - Science competition at the University of Nottingham - Humanities visit to Lincoln	- Scholar's Programme (3) - Visit to German markets (4) - House Plays (1) - Drama Club (3) - Choir/Music Concerts (3) - Music lessons (2)
Year 8	- Take Your Child to Work Day - Year 8 Health Day	- Art workshop (6) - Scholar's Programme (3) - Danish exchange (2)

		• Music lessons (2) • Choir (1)
Year 9	• Visit to Holocaust Memorial Centre • Enterprise Day	• Scholar's Programme (2) • Theatre trip (2) • Yorkshire Sculpture Park (3) • Artist In Residence workshop (4) • Choir/Orchestra/Concerts (4) • Music lessons (2) • Drama (1) • Outward Bound (2)
Year 10	• Nottingham University workshop: Study Skills • Nottingham University workshop: Raising Aspirations • Work Experience •	• Scholar's Programme (3) • What Career/What Uni Live visit (4) • Sports team (1) • Ski trip (1) • Crime scene to Courtroom workshop (1) • Outward Bound (1) • Music lessons (1)
Year 11	• 1:1 Careers Interview	• Crime scene to Courtroom workshop (2) • Student Council (1) • Music lessons (2) • Anti-bullying Ambassador (1)

Intended outcome 5: attendance

Improved attendance by disadvantaged students.

Attendance of our FSM students 2021-22 was 86.3%. Nationally the figure was 84.9%. The reasons for falling below the target of 90% was again the lingering effects of the pandemic.

We are addressing attendance in a number of ways (see p7).