

## 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	1574
Proportion (%) of pupil premium eligible pupils	6.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2022-July 2024
Date this statement was published	December 2023
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	£99,220
Recovery premium funding allocation this academic year	£26,496
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	£121,716

## 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 interventions, ensuring that we don't over-rely on strategies which are outside of the classroom. 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	<u>Attainment</u> There is a currently a progress gap between non-disadvantaged students and disadvantaged students.
2	<u>Literacy barriers</u> Some disadvantaged students arrive in Year 7 with below age-related expectations in reading and writing.

	Some students do not read for pleasure.
3	<u>Attendance</u> Attendance to school is, on average, lower for disadvantaged students than non-disadvantaged. Last year (2022-23) 8% of PAs were disadvantaged students.
4	<u>Enrichment</u> Some disadvantaged students don't have access to cultural capital opportunities outside of school.
5	<u>Well-Being</u> We know that students who are happy and feel safe perform their best. Therefore, we must look support to well-being in school to improve 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 by the end of KS4.	<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 schools.</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>Progress made by individual students who use our literacy intervention programme.</li> <li>All Year 7 students to be given a book for Christmas</li> <li>All year 7 students to visit a local library and become members</li> <li>An increase in reading for pleasure, as seen in library loans, participation in reading competitions</li> <li>Positive qualitative data from students regarding DEAL mornings.</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>Increased participation in extra-curricular activities by disadvantaged pupils. Logged and tracked.</li> </ul>

Improved attendance by disadvantaged students.	<ul style="list-style-type: none"> <li>PP attendance to be &gt;90%</li> </ul>
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## 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: £85,201.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <ul style="list-style-type: none"> <li>Whole staff CPD on PP; the three-tiered approach and the importance of QFT.</li> <li>Embedding the work done in 2022-23 on retrieval practice, recognising the importance of disadvantaged students developing core knowledge and being able to recall.</li> <li>Using scaffolding and modelling techniques to help students with writing; with the gradual removal of that support when students can use those strategies themselves.</li> <li>Curriculum maps in place to ensure sequenced learning and consistency of delivery.</li> <li>Teacher presence in exercise books to be clear, with personalised next step advice</li> <li>All faculties to have representatives on the TLC to discuss and disseminate effective teaching and learning strategies.</li> <li>Using the Teaching and Learning Community (TLC) to bring best practice to CLT which gets disseminated within departments. The focus on reading challenging texts in 2023-24.</li> <li>PP Master Document to be used to share good practice by recording teaching strategies and approaches that work with individual students</li> <li>CPD through peer lesson observations.</li> <li>All students to have laptops to support high quality teaching.</li> </ul>	<p>EEF 18 (Oral language interventions)</p> <p>EEF 9 (Feedback)</p> <p>EEF 16 (Metacognition)</p>	<p>1, 2, 3</p>

<p><i>This will be quality assured through curriculum reviews, SLT Learning Walks, lesson observations, departmental minutes, book scrutiny, entries on the Master Document</i></p>		
<p>Improving literacy levels</p> <ul style="list-style-type: none"> <li>• The Literacy Co-ordinator to oversee the implementation of Catch-Up Literacy (CUL) with students selected for the programme through a range of diagnostic assessment. CULs mentors to monitor progress of students. The Salford Test used to monitor progress.</li> <li>• Literacy co-ordinator is a member of the TLC and uses that group as a means of training staff on whole school literacy interventions.</li> <li>• Head of English and TLC to lead Staff CPD on EEF recommendation 4 (reading challenging texts)</li> <li>• Drop Everything and Listen scheme to run with Years 7-8 with selected texts. DEAL to take place in Year 9 with First News.</li> <li>• Reading Ambassadors used to support and promote DEAL and other events aimed at promoting RfP.</li> <li>• Regular Library lessons for Year 7 and 8 students (in English lessons). 10 minutes reading in one English lesson per week.</li> <li>• Library to be open before school and at the end of the school day.</li> <li>• Buddy Reading for selected KS3 students, with a Sixth Form mentor providing individual support.</li> </ul> <p><i>This will be quality assured through Staff Voice and Student Voice; lesson visits of DEAL sessions and library lessons; library lending rates</i></p>	<p>EEF 25 (Reading comprehension)</p> <p>EEF 18 (Oral language interventions)</p>	<p>1, 2, 5</p>

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

Budgeted cost: £18,257.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring</p> <ul style="list-style-type: none"> <li>• Subject tutoring by teachers to small group or individual targeted students</li> </ul>	<p>EEF 30 (small group tuition)</p>	<p>1, 2, 5</p>

	<p>EEF 18 (Oral language interventions)</p> <p>EEF 12 (Metacognition)</p> <p>EEF 9 (Feedback)</p> <p>EEF 25 (Reading comprehension)</p>	
<p>Literacy intervention</p> <ul style="list-style-type: none"> <li>• Catch Up Literacy</li> <li>• Toe-by-toe phonics programme</li> <li>• [Buddy Reading]</li> </ul>	<p>EEF 25 (Reading comprehension)</p> <p>EEF 18 (Oral language interventions)</p> <p>EEF 17 (Peer tutoring)</p> <p>EEF 27 (Social and Emotional learning)</p>	
<p>Revision resources</p> <ul style="list-style-type: none"> <li>• Revision guides to be provided for PP students.</li> <li>• Student Revision Zone available for all students, with resources uploaded (including Knowledge Organisers). All students can access using their school laptop.</li> </ul>	<p>EEF 7 (homework)</p> <p>EEF 12 (Metacognition)</p>	1
<p>Peer support</p> <ul style="list-style-type: none"> <li>• Sixth Form Subject mentoring of Year 11 students on a weekly basis</li> <li>• In-class KS3 lesson support by Sixth Form students</li> <li>• Buddy reading: Sixth Form students or Year 10 students with Year 7 students</li> <li>• Wellbeing ambassadors</li> <li>• Anti-bullying ambassadors</li> </ul> <p><i>This will be quality assured through Student Voice and data analysis</i></p>	<p>EEF 17 (Peer tutoring)</p> <p>EEF 27 (Social and Emotional learning)</p>	1, 2, 3, 5
Reading interventions		1, 2, 5

<ul style="list-style-type: none"> <li>School to use a reading intervention programme which will enable students with lower-than-expected reading ages to make progress.</li> <li>Students to be supported in using these programmes by the Literacy Co-ordinator and trained LSOs</li> </ul> <p><i>The programme will monitor progress</i></p>	<p>EEF 10 (mastery learning)</p> <p>EEF 21 (reading comprehension)</p> <p>EEF 23 (phonics)</p>	
<p>Pastoral support</p> <ul style="list-style-type: none"> <li>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</li> <li>DSL to follow supervision model whereby pastoral concerns of PP students are discussed in LS/US/SF meetings and strategies for support discussed</li> <li>My Concern used by all staff to record concerns.</li> <li>Pastoral Leadership Team to meet weekly to discuss issues which may be affecting disadvantaged students, using the support of external agencies to support if necessary.</li> </ul>	<p>EEF 11 (mentoring)</p> <p>EEF 16 (parental engagement)</p> <p>EEF 27 (social and emotional learning)</p>	1, 3, 5
<p>SEND in class support</p> <ul style="list-style-type: none"> <li>ELOs to provide in-class support for PP students with SEND, including in Personal Development lessons.</li> <li>Staff CPD (Nov 2023) to address how to best use ELOs in lessons and advice on adaptation in lessons.</li> </ul>	<p>EEF 29 (Teaching Assistant interventions)</p>	1, 2, 5

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

Budgeted cost: £18,257.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance</p> <ul style="list-style-type: none"> <li>Attendance data to be a standing item on the weekly PLT agenda to identify any patterns of low attendance</li> <li>The School's Attendance and Welfare Support Worker to work with families to help</li> </ul>	<p>EEF 16 (parental engagement)</p> <p>EEF 11 (mentoring)</p>	1, 3, 5

<p>individuals overcome any boundaries to attendance</p> <ul style="list-style-type: none"> <li>• Graduated response to low attendance to be followed across all year groups</li> <li>• Home visits made where persistent absence occurs</li> <li>• Attendance to be used as a tag on My Concern to see attendance, and interventions, alongside a student's profile and chronology</li> <li>• 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.</li> </ul> <p><i>Attendance data to be reviewed weekly; DSL to monitor attendance patterns on My Concern; DSL to monitor lateness on Sims</i></p>		
<p>RSE programme</p> <ul style="list-style-type: none"> <li>• RSE programme to be clearly sequenced and seen visually on a 'learning journey' document</li> <li>• RSE events, including talks and workshops, to be organised to support the RSE curriculum</li> <li>• "Cre8tive" resources to be used to ensure consistent delivery across the school.</li> <li>• Sixth Form PDC to be taught on a carousel and to be named Learning For Life.</li> </ul> <p><i>This will be quality assured through curriculum reviews, RSE mapping documents, lesson observations, staff and student voice after events, attaining the BERT award</i></p>	<p>EEF 3 (behaviour interventions)</p> <p>EEF 27 (social and emotional learning)</p> <p>EEF 4 (collaborative learning)</p>	1, 3, 4, 5
<p>Development of enrichment programme</p> <ul style="list-style-type: none"> <li>• In-school talks by people from industry and other educational establishments</li> <li>• Careers events: Take Your Child to Work Day (Y8) with provision for students unable to secure a place; Work Experience (Y10 and Y12)</li> </ul>	<p>EEF 2 (Aspiration interventions)</p> <p>EEF 1 (Arts participation)</p>	1, 4, 5



<ul style="list-style-type: none"> <li>• SLT for Enrichment to analyse data and ensure that DA students are being prioritised when spaces are limited.</li> <li>• Opportunities for student leadership roles: Student Council, Well-being Ambassadors, Anti-Bullying Ambassadors, Community Ambassadors. Disadvantaged students encouraged and supported in these roles.</li> </ul> <p><i>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</i></p>		
<p>Uniform and resources</p> <ul style="list-style-type: none"> <li>• Regular communications with DA families so that they are aware that we can provide financial support with uniform.</li> <li>• Stationery provided to PP students.</li> <li>• Resources for practical subjects purchased: Art books, Food Tech ingredients, etc.</li> </ul>	EEF 24 (school uniform)	1, 5
<p>Building cultural capital</p> <ul style="list-style-type: none"> <li>• Peripatetic music lessons, e.g. guitar, singing, to be subsidised</li> <li>• UK trips and visits to be subsidised</li> <li>• 50% of cost of international trips to be provided</li> </ul>	EEF 1 (arts participation)	1,

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

### Pupil premium strategy outcomes from 2022-2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 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:

	<b>School disadvantaged pupils</b>	Local authority non-disadvantaged pupils	National all pupils
Progress 8 score	<b>-0.21</b>		
A8 score	<b>47.46</b>	47.32	48.77
English and Maths at Grade 5+	<b>50%</b>	48%	50%
Entering EBacc	<b>42%</b>	29%	39%
EBacc Average Point Score (APS)	<b>4.23</b>	4.09	4.27

The number of disadvantaged students in the 2022/23 cohort was 12 students (5.2%). Nationally this figure is around 25%.

Our results show a Progress 8 gap of 0.76 between disadvantaged and non-disadvantaged students in that cohort (216).

Compared to national data and local data, our disadvantaged results were comparable.

There is a significant increase in the number of our disadvantaged students entering the EBacc; evidence of our high ambitions for all.

### **Additional support / interventions provided**

- All PP students were given Science revision books.
- Revision books were also provided in Business Studies, Food Technology, Religious Studies and History.
- 1:1 tutoring in Maths and Science was provided to a small group of students, one of which was a PP/LAC student
- All students were provided with a school laptop, giving access to our Revision Zone and online programmes such as Seneca.

### **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 Listen scheme. When asked whether they enjoyed DEAL, 95% of students replied positively.
- There were several 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
  - Posters in every classroom of suggested books related to the curriculum
  - World Book Day whole school competition
  - 4 students who were part of the Catch-Up Literacy programme were PP.
  - 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 assigned 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. Disadvantaged students are prioritised.

The school trains students to be Well Being Ambassadors. They raise awareness of mental health and wellbeing in School. They provide peer support during lunchtimes in safe spaces around the school.

The school trains students to be Anti-Bullying Ambassadors. We undertake the Diana Award and that training is then disseminated to the rest of the team. They raise awareness of anti-bullying initiatives in assemblies and signposting around the school site and organise events during anti-bullying week. Some ABAs provide individual support to students who have requested help.

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 Derbyshire BERT Award (Building Effective Relationships Together) which involves working with advisors at Derbyshire Children's Services, and the Silver Equalities Award.

The school has a calendarized programme of WRATs (Well Being and Achievement Target Meetings) between tutors and students, 1:1 interviews looking at personal achievements, targets, barriers to learning, as well as well-being.

All PP and disadvantaged students from Y10-13 have an independent careers interview and are given an action plan which follows up from that meeting.

All PP students are supported in securing a Work Experience placement in Year 10.

#### **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. Where places are limited for events, PP students are prioritised.

	All PP students	Some PP students

Year 7	<ul style="list-style-type: none"> <li>• English trip to the Theatre</li> <li>• Upstander workshop by Safe and Sound</li> <li>• Humanities visit to Lincoln</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor Activity Day (4)</li> <li>• Well-Being Ambassador (2)</li> <li>• Reading Ambassador (1)</li> <li>• Music lessons (1)</li> <li>• Form Representative (1)</li> <li>• Empowerment Day (1)</li> </ul>	
Year 8	<ul style="list-style-type: none"> <li>• Take Your Child to Work Day (CEIAG)</li> <li>• Diversity Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• German Markets (3)</li> <li>• Prize Day prizes (3)</li> <li>• Sports clubs (7)</li> <li>• Empowerment Day (1)</li> <li>• High Sheriff talks (3)</li> <li>• Textiles club (1)</li> <li>• Drama club (4)</li> <li>• Science and Engineering Challenge (10)</li> <li>• House plays (2)</li> <li>• Inspiring speakers talk (1)</li> <li>• Outdoor Activity Day (2)</li> <li>• Music lessons (2)</li> <li>• Form Representative (1)</li> <li>• Anti-Bullying Ambassador (1)</li> <li>• Reading Ambassador (1)</li> <li>• Well-Being Ambassador (2)</li> </ul>	
Year 9	<ul style="list-style-type: none"> <li>• Hindu Temple visit</li> <li>• Visit to Holocaust Memorial Centre</li> <li>• CRE/CSE Safe and Sound workshop</li> <li>• Chelsea's Story workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Outward Bound (1)</li> <li>• Music lessons (2)</li> <li>• Reading Ambassador (2)</li> <li>• House Plays (2)</li> <li>• Geography fieldwork (11)</li> <li>• Artist in Residence workshop (3)</li> <li>• Sculpture Park (2)</li> <li>• Prize Day (1)</li> <li>• Choir (1)</li> <li>• Empowerment Day (1)</li> <li>• Museum of Making trip (2)</li> <li>• On School sports team (1)</li> </ul>	
Year 10	<ul style="list-style-type: none"> <li>• Humanutopia workshop</li> <li>• Work Experience (one week)</li> <li>• Careers Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Berlin trip (3)</li> <li>• Art Print workshop (2)</li> <li>• Apprenticeships in HSC talks (4)</li> <li>• Music lessons (1)</li> <li>• On School sports team (2)</li> <li>• Crime scene to courtroom workshop (1)</li> </ul>	

		<ul style="list-style-type: none"> <li>• Prize Day (1)</li> </ul>	
Year 11	<ul style="list-style-type: none"> <li>• Careers Interview</li> <li>• Two 16+ interviews</li> <li>• Staff mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Crime scene to Courtroom workshop (1)</li> <li>• Well-Being Ambassador (1)</li> <li>• Geography field trip (3)</li> <li>• Empowerment Day (3)</li> <li>• Valencia trip (2)</li> <li>• New York trip (1)</li> <li>• Duke of Edinburgh (1)</li> <li>• Make it Real at Derby University (3)</li> <li>• Sleep workshop (1)</li> <li>• Prize Day (1)</li> <li>• Climbing trip (2)</li> </ul>	
Year 12	<ul style="list-style-type: none"> <li>• What Career/What Uni? Live trip</li> </ul>	<ul style="list-style-type: none"> <li>• Make it Real at Derby University (3)</li> <li>• Apprenticeships in HSC talks (4)</li> <li>• Prize Day (1)</li> <li>• Biology field trip (4)</li> <li>• Derby University Library for EPQ (6)</li> <li>• Crime scene to courtroom workshop (1)</li> <li>• Art studio visit (1)</li> <li>• Young Enterprise (1)</li> <li>• Empowerment Day (1)</li> <li>• Textiles visit (1)</li> <li>• School Librarian and book club (1)</li> <li>• Anti-Bullying Ambassador (1)</li> </ul>	

### **Intended outcome 5: attendance**

Attendance for our PP students was better than national PP attendance across the whole school and within each year group.

FSM6	All	Year 7	Year 8	Year 9	Year 10	Year 11
School	87.7%	92.8%	87.6%	88.3%	83.4%	84.5%
National	85.3%	88.7%	86.2%	84.2%	83.0%	82.9%
Difference	+2.4%	+4.0%	+1.4%	+4.0%	+0.3%	+1.6%

