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	1578
Proportion (%) of pupil premium eligible pupils	6.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	September 2024-July 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Clarissa Ourabi
Pupil premium lead	Helen Green
Governor / Trustee lead	Simon Black

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,650
Recovery premium funding allocation this academic year	£0
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	£97,650

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	Attainment There is a currently a progress 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	<u>Attendance</u> Attendance to school is, on average, slightly lower for disadvantaged students than non-disadvantaged.	
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.	• 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 schools.
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 7 students 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. • Participation of students in Buddy Reading and reading competitions.
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.	• Increased participation in extra-curricular activities by disadvantaged pupils. Logged and tracked.

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: £68,355 (70%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching (improved attainment) • Whole staff CPD on PP; the three-tiered approach and the importance of QFT. • Continuing to embed the training undertaken in 2022-23 on retrieval practice, recognising the importance of disadvantaged students developing core knowledge and being able to recall. • Using scaffolding and modelling techniques to help students with writing; with the gradual removal of that support when students can 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 • All faculties to have representatives on the TLC to discuss and disseminate effective teaching and learning strategies. • Using the Teaching and Learning Community (TLC) to bring best practice to CLT which gets disseminated within departments. Focuses to include CFU (checking for understanding) and the use of hinge questions to MCQs. • PP Master Document to be used to share good practice by recording teaching strategies and approaches that work with individual students	EEF 14 (Oral language interventions) EEF 9 (Feedback) EEF Diagnostic Assessment	1, 2, 3

• SEND Log to be used to share good practice between teachers and LSOs regarding our SEND students. • CPD through peer lesson observations. • All students to have laptops to support high quality teaching. *This will be quality assured through curriculum reviews, SLT Learning Walks, lesson observations, departmental minutes, book scrutiny, entries on the Master Document*		
Improving literacy levels • 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. The Salford Test used to monitor progress. • Literacy co-ordinator is a member of the TLC and uses that group as a means of training staff on whole school literacy interventions. • Drop Everything and Listen scheme to run with Years 7-8 with selected texts. DEAL to take place in Year 9 with First News. • Reading Ambassadors used to support and promote DEAL and other events aimed at promoting RfP. • 10 minutes of reading at the beginning of every English lesson in KS3, combined with accountable talk in lessons. • Accountable reading activities in KS3 English lessons once a week looking at reading, vocabulary and comprehension. • One Library lesson a week for Year 7, one Library lesson a term (6 terms) in Year 8 and Year 9. • Library to be open before school and at the end of the school day. • Buddy Reading for selected KS3 students, with a Sixth Form mentor providing individual support. *This will be quality assured through Staff Voice and Student Voice; lesson visits of DEAL sessions and library lessons; library lending rates*	EEF 21 (Reading comprehension) EEF 14 (Oral language interventions) EEF 17 (Peer Tutoring) EEF 19 (Phonics) EEF 26 (Small Group Tuition)	1, 2, 5

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

Budgeted cost: £14,647.50 (15%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring (improving attainment) • Subject tutoring by teachers to small group or individual targeted students	EEF 26 (small group tuition) EEF 18 (Oral language interventions) EEF 12 (Metacognition) EEF 9 (Feedback) EEF 21 (Reading comprehension)	1, 2, 5
Literacy intervention • Catch Up Literacy • Toe-by-toe phonics programme • Buddy Reading	EEF 21 (Reading comprehension) EEF 14 (Oral language interventions) EEF 17 (Peer tutoring) EEF 19 (Phonics) EEF 27 (Social and Emotional learning)	
Revision resources (improving attainment) • Revision guides to be provided for PP students. • Student Revision Zone available for all students, with resources uploaded (including Knowledge Organisers). All students can access using their school laptop.	EEF 7 (homework) EEF 12 (Metacognition)	1
Peer support (improving attainment, literacy, wellbeing) • Sixth Form Subject mentoring of Year 11 students on a weekly basis • In-class KS3 lesson support by Sixth Form students	EEF 17 (Peer tutoring) EEF 27 (Social and Emotional learning)	1, 2, 3, 5

• 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*		
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 19 (phonics)	1, 2, 5
Pastoral support (wellbeing) • 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. • 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.	EEF 11 (mentoring) EEF 16 (parental engagement) EEF 27 (social and emotional learning)	1, 3, 5
SEND in class support (improving attainment) • TAs to be linked with faculties in order to be able to provide greater specialist support to students in lessons. • TAs to use the EEF model of support which encourages independence of students and meta-cognition. • All teaching staff to be provided with SEND on a Page which provides user-friendly ideas on adaptation. • Quickview Student Passports for all E and K code students for teachers to refer to in adapting lessons according to individual student need	EEF 29 (Teaching Assistant interventions)	1, 2, 5

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

Budgeted cost: £14,647.50 (15%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance (attainment, wellbeing) • Attendance data to be a standing item on the weekly PLT agenda 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 (wellbeing) • 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 • "Cre8tive" resources to be used to ensure consistent delivery across the school. • Sixth Form PDC to be taught on a carousel. • RSE Staff CPD to be delivered by external providers	EEF 3 (behaviour interventions) EEF 27 (social and emotional learning) EEF 4 (collaborative learning)	1, 3, 4, 5

• Parental awareness evenings on RSE and drugs and alcohol awareness to be delivered by Derbyshire Children's Services. *This will be quality assured through curriculum reviews, RSE mapping documents, lesson observations, staff and student voice after events, attaining the BERT award*		
Development of enrichment programme • 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) • Opportunities for student leadership roles: Student Council, Well-being Ambassadors, Anti-Bullying Ambassadors, Community Ambassadors. Disadvantaged students encouraged and supported in these roles. *The participation of disadvantaged students in all extra-curricular activities to be monitored by SLT lead on enrichment. Data will be analysed to ensure disadvantaged students are being given opportunities. Where this isn't happening intervention to occur.*	EEF 2 (Aspiration interventions) EEF 1 (Arts participation)	1, 4, 5
Uniform and resources • Regular communications with DA families so that they are aware that we can provide financial support with uniform. • Stationery provided to PP students. • 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 • UK trips and visits to be subsidised • 50% of cost of international trips to be provided	EEF 1 (arts participation)	1,

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes from 2023-24

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 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 number of disadvantaged students in the 2023-24 cohort was 16, including 1 service child (6.7% total). This is significantly lower than the national average of 27.1% at secondary schools.

The Progress 8 score of all students was 0.41 showing a gap between non-disadvantaged and disadvantaged. Attainment of our DA students was very high and comparable to both local and national figures.

Our high number of DA students entering EBacc compared to locally non-disadvantaged students shows our high aspirations for all students.

	School disadvantaged pupils (16)	Local authority (non-disadvantaged pupils)	England (non-disadvantaged pupils)
Progress 8 score	**-0.45**	0.06	0.16
A8 score	**45.6**	48.6	50
English and Maths at Grade 5+	**50%**	51.2%	53.1%
Entering EBacc	**43.8%**	33.7%	44.7%
EBacc Average Point Score (APS)	**4.01**	4.26	4.46

Additional support / interventions provided:

- 8 DA students participated in the weekly Sixth Form Subject Mentoring scheme
- 1 DA student was provided with external tutoring for Maths and English
- All DA students who took history, science, Spanish and RS were given revision resources
- All students were invited to attend revision sessions prior to each exam
- All students were provided with a laptop and thus had access to our Revision Zone
- Priority was given to DA students for trips and visits where spaces were limited
- English intervention classes for some DA students took place weekly before school.

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
- 3 students who were part of the Catch-Up Literacy programme were PP.
- 3 out of the 13 Year 7 students who participated in Buddy Reading (following diagnostic assessments) were PP students (23%)

Intended outcome 3: student wellbeing

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

During 2023-24, the school introduced a system of three wellbeing (WRAT) interviews between form tutors and each individual student. These took place during terms 1, 3 and 6. All of the responses were collated and follow-up was carried out by members of the

pastoral team and recorded on My Concern. This system ensured that every child had the opportunity to express concerns and provide feedback.

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.

All of Year 9 were involved in team building events to build cohesion within the year group.

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. One of Deputy Head is the Well Being lead; a number of members of the PLT are mental health first aid trained.

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. Both ABAs and WBAs wear badges so students know who they can go to for 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. This is monitored by the DSL.

The school achieved the Derbyshire BERT Award (Building Effective Relationships Together) and the Silver Equalities Award in 2024. These awards recognise the work we do in relation to wellbeing.

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 were prioritised.

	All PP students	Some PP students
Year 7	English trip to the Theatre Humanities visit to Lincoln STEM day	Orchestra (1) Governor's Award (1) Games Club (1) Gardening Club (1) Drama Club (2) Choir (2) Football team (1) Music lessons (2) Games Club (1) School play (1) FlyMe trip (1)
Year 8	Take Your Child to Work Day (CEIAG) History Cromford visit	Football team (5) FlyMe trip (2) Big Bang (3) Drama workshop (1) JCB careers event (6) Prize Day (2) Poetry by Heart (1) National Reading Champions Quiz (2) Music lessons (4) Reading ambassador (1) Homework club (1) Choir (1) Governor's Award (2)
Year 9	Hindu temple visit Beth Shalom visit (Holocaust memorial centre) Chelsea's Story workshop Lea Green team building day	Artist in residence day (3) FlyMe trip (2) Outward Bound (1) Music lessons (1) Young Hero's event (1) Prize Day (1)
Year 10	Work Experience Geography Field Trip	Behaviour support sessions (2) Music lessons (1) Theatre workshop (1) School play (1) Crime to Courtroom day (1) Prize Day (1)

		Book group (1) STEM/Army workshop (2) STEM/JCB workshop (2) Print workshop (1) Student Council (1) FlyMe trip (1) Football team (1)
Year 11	Careers Interview 16+ support and interview Apprenticeship talk College talk	Prize Day (4) Music lessons (1) Theatre trip (5)

Intended outcome 5: attendance

Whole school attendance 2023-24 was 93.7%. The national figure was 90.8% (difference +2.9%).

Pupil Premium attendance 2023-24 was 89.6%. The national PP figure was 85.4% (difference + 4.2%)

Our Pupil Premium attendance 2023-24 was an improvement of +1.9% on 2022-23.

Attendance for our PP students was better than national PP attendance across the whole school and within each year group, bar Year 11.

FSM6	All	Year 7	Year 8	Year 9	Year 10	Year 11
School	89.6	92.8	91.6	90.2	89.6	79.5
National	85.4	89.0	85.2	84.5	83.3	82.8
Difference	+4.2	+3.8	+5.4	+5.7	+6.3	-3.4