

Pupil premium strategy statement

School overview

Metric	Data
School name	Egglescliffe School and Sixth Form College
Pupils in school	1181 (2020-2021)
Proportion of disadvantaged pupils	13.7%
Pupil premium allocation this academic year	£138,000
Academic year or years covered by statement	2019-2022
Publish date	Summer 2019
Review date	Summer 2020
Statement authorised by	S. White, L.Oyston
Pupil premium lead	A. Gerrard
Governor lead	J. Richards

Disadvantaged pupil performance overview for last academic year (2019-20)

Progress 8	As part of steps taken to fight the spread of coronavirus (COVID-19), the government announced that all exams due to take place in schools and colleges in England in summer 2020 were cancelled. Under these circumstances, and in line with 2020 government accountability policies, Egglescliffe School and Sixth Form College will not be publishing any school level educational performance data based on tests, assessments or exams for 2020.
Ebacc entry	
Attainment 8	
Percentage of Grade 5+ in English and maths	

Disadvantaged pupil performance overview for the previous academic year (2018-2019)

Progress 8	-0.41 (0.17 non PP)
Ebacc entry	31% (53% non PP)
Attainment 8	43.47 (54.84 non PP)
Percentage of Grade 5+ in English and maths	41% (56% non PP)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Disadvantaged students P8 matches that on national non-disadvantaged students	2022
Attainment 8	Disadvantaged students Attainment 8 matches that on national non-disadvantaged students	2022
Percentage of Grade 5+ in English and maths	Disadvantaged students Basics L5+ matches that on national non-disadvantaged students	2022
Other	PP attendance (and % of persistence absentees) matches that of national non-disadvantaged students	2022
Ebacc entry	Disadvantaged students Ebacc entry matches that on national non-disadvantaged students	2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	High quality teaching and learning across the curriculum to improve outcomes for all, with a focus on feedback through structured self and peer assessment. Mixed ability teaching at KS3. Use of triad coaching with PP focus to support and develop best practice in this area.
Priority 2	Identification and addressing of gaps in learning as a result of COVID-19 closures (identified through use of PiXL PLCs). Small group tuition, online tuition provision and gap-specific intervention to support progress. Increased communication of barriers to learning for staff.
Barriers to learning these priorities address	Consistency in provision. Varying levels of engagement with online learning during closures will mean that students have different starting points and different gaps in their learning.
Projected spending	£50,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Provision of PP lead teachers in core subjects to identify intervention needs, and monitor impact and effectiveness.
Priority 2	Improving attendance of PP cohort and engagement with homework. Development of homework club for KS4.
Barriers to learning these priorities address	Staff in core subjects already holding TLR's with alternative foci. Attendance issues relating to factors outside of school's control/influence. Disadvantaged students have variable parental support, influencing outcomes.
Projected spending	£25,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Increasing the profile of PP students through the improved communication and sharing of information (SEND, LAC) combined with regular staff CPD. Introduction of non-PP Y12 mentoring of KS4 PP students (academic and pastoral). Introduction of non-PP Y12 teacher support in KS4 crucial core classes.
Priority 2	Supporting the health and well-being of students following COVID-19 closures. Regular student interviews used to inform intervention and support.
Barriers to learning these priorities address	Staff engagement with profiles. Y12 workload and personal study requirements may make it difficult for mentoring to take place regularly. Students may present with a myriad of personal; difficulties following Corona virus pandemic – staff will need to be informed and sensitive to issues.
Projected spending	£25,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring all students have access to high quality teaching and learning across all curriculum areas.	Regular relevant CPD which is responsive to current pedagogical needs. Robust process of monitoring teaching and learning in place (work scrutiny, learning conversations, informal observation). Increased communication will enhance consistency.
Targeted support	Ensuring that the curriculum allows for intervention to take place when required. Ensuring that the identification of students who need support is robust.	Regular meetings between Pupil Premium lead and pp leads in core subjects to analyse data and ensure intervention is impactful. Subject specialists to provide support for homework club to ensure sessions are effective.
Wider strategies	Ensuring the progress of disadvantaged students is a priority for all teaching staff. Improving the sharing of information such that provision for students can be as personalised as possible.	Regular highlighting of pupil premium students with the whole staff group, on SIMS and via CPD. Robust monitoring of Y12 mentoring/TA programme for impact and appropriateness.

Additional information

Teaching priorities for current academic year

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review/implement this action?
Improved P8 score & attainment of PP cohort	Self and peer assessment T&L focus	EEF suggested strategy for maximum impact	Delivery of CPD; QA of implementation	AGD SMI	Implement January, review at calendared QA points in academic year
Improved P8 score & attainment of PP cohort	Mixed ability teaching groups (in KS3)	Mixed ability teaching supports less able students and can reduce behaviour issues	KS3 students timetabled in mixed ability classes	CSH	Implemented September 2020 – review impact Summer 2021
Improved P8 score & attainment of PP cohort	Triad coaching model	NGS has implemented in prior school with success	Model best practice during CPD; careful formation of triads	AGD NGS SMI	2021-2022
Improved P8 score & attainment of PP cohort	Gap analysis assessments and gap-targeted intervention	School closures due to COVID have meant that gaps in learning exist. Careful analysis of gaps and a robust catch-up plan will reduce the impact of school closure on progress	COD for SLs QA Data analysis	NGS SMI SLs AGD	Implemented September 2020, reviewed at data points in 2020-2021 academic year
Improved P8 score & attainment of PP cohort	Online tuition	EEF research suggests that tuition can accelerate progress of disadvantaged students	Trial period over lockdown from two providers; careful follow up of feedback from tutors re: attendance & engagement; use of PLCs to focus tuition content	AGD SMI NGS	Implemented March 2020, review at half termly intervals
Improved P8 score & attainment of PP cohort	PiXL 'Build Up' programme	Programme proven to enhance progress of disadvantaged students, including those who will struggle to attain academic qualifications	Consideration of target students & PiXL partners by Director of PP and VALT SEND lead; careful monitoring of provision; use of student voice to gauge qualitative impact data	SMI AGD CLR	Implement during half term 2, review after each successive half term
Improved P8 score & attainment of PP cohort	Communication of main barrier to learning (identified through student interviews)	Identification of students' main barriers to learning will enable teaching staff to personalise their approach accordingly	Interview proforma designed to ensure key data is gathered; interviews of students by senior staff; data shared with IT team for input, email communication with staff to advise/ensure use of data	AGD NGS SMI CHT IT dept	Interviews commence after first Y11 data drop, review yearly

Targeted academic support for current academic year

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review/implement this action?
Improved P8 score & attainment of PP cohort	Introduction of PP lead teachers	Raising the profile of the PP cohort at department level and sharing best practice between teachers will lead to better provision for PP students	Half termly meeting to share best practice and discuss new ideas; 'team'; set up on Microsoft teams to facilitate good communication between group	AGD JMN JPN ELW MFN OCN RCS SCD	Every half term
Improved P8 score & attainment of PP cohort, improved attendance	Improving attendance (support for A* attendance solutions)	This approach is fully justified as early intervention in terms of support is the most important way to minimise absence and to ensure that students are supported educationally, socially and emotionally	Weekly meetings with A* Attendance to discuss cases and monitor students, with a view of adjusting and amending the approach needed; Weekly meetings between Attendance Lead and Attendance officer to identify concern students; Regular meetings with Heads of Year to discuss actions and progress with interventions	MCN HoY	Reviewed weekly within the attendance team, monthly alongside SLT and on a half-termly basis with the school governing body
Improved P8 score & attainment of PP cohort	Improving engagement with homework	Homework is one of the strategies identified by the EEF as having a considerable impact on improving progress	Introduction of homework club (liaison with SEND department); introduced through Y11 assembly, attendance reward-linked; sessions staffed by core subject teachers	AGD CLR	Re- launch after October half term, review termly

Wider strategies for the current academic year

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review/implement this action?
Improved P8 score & attainment of PP cohort	Improved communication between LAC, SEND and PP leads	Communication between key members of staff will reduce 'overlap' of work in school, more cohesive approach to targeting of intervention and other strategies	Shared provision map kept on SharePoint; updated by Director of PP, LAC leads and VALT SEND lead; half termly meetings focusing on Y11 and one other year group	AGD DW S CLR CHT	Implemented September 2020, reviewed every half term
Improved P8 score & attainment of PP cohort	Regular pp-focussed staff CPD	Appropriate and timely CPD for all staff will raise the profile of PP students and ensure that effective teaching strategies are used in lessons to support them	Regular CPD will be delivered by Director of PP; QA will ensure suggested strategies (e.g. structured SA/PA) are implemented effectively	AGD SMI NGS	CPD delivery: 14th Oct 17th Nov 5th Jan
Improved P8 score & attainment of PP cohort	Year 12 support of PP students	Mentoring by older students has been shown to support academic progress and aspirations of disadvantaged students	Launch via Year 12 assembly; appointment of Y12 mentoring leads to oversee provision and support; regular student voice feedback and analysis of data to check impact	AGD DGN GCK	Launch 2021-2022 academic year and review half termly
Improved P8 score & attainment of PP cohort	Regular student interviews	Student voice is an important factor in the evaluation of pp-specific strategies	After each data drop, crucial pp students will be interviewed to ascertain areas for support – a proforma will be used and key information shared with teaching staff; Identified areas of need will be addressed	AGD SLT CHT	Year 11 interviews after each data drop, Year 7-10 periodic interviews during the year
Improved P8 score & attainment of PP cohort, improved attendance & behaviour	SIO role	Similar roles in different LAs have been successful in utilising the support of the voluntary sector in raising cultural capital in disadvantaged students, and raising progress and aspirations as a result	Careful matching of SIO and volunteers to individual students; PM of SIO role to ensure objectives are being met; regular student voice to gauge impact (alongside behaviour/ attendance/ progress data)	AGD SIO (to be appointed) SLT	Funding bid awaiting approval (next board meeting November, SIO in post from February half term)