

Evaluation of PP provision 2019-2020

Results - Summary

Academic year	Measure	PP	Non-PP	Difference
2019-20	Progress score	-0.16	0.45	-0.68
	Attainment 8 score	46.50	59.29	-13.09
2018-19	Progress score	-0.41	0.17	-0.58
	Attainment 8 score	43.47	54.84	-11.37
2017-18	Progress score	-0.28	0.15	-0.43
	Attainment 8 score	42.73	55.55	-12.82

PP Cohort – Additional Information 2019-2020

Measure	NPP	PP	In school gap
Average A8 score	59.59	46.50	-13.09
Basics 4+	90%	64%	-26%
Basics 5+	73%	43%	-30%
Entered EBacc	46%	22%	-24%

Year 11 PP Cohort progress over 2019-2020 academic year

Data	P8	A8
Autumn 2019	-0.84	39.69
Summer 2020 (CAGs)	-0.16	46.50
Difference	0.68	6.81

Attendance Information (to February 2020)

	Year 7	Year 8	Year 9	Year 10	Year 11	Average	National
All	97.22%	96.34%	95.66%	95.80%	94.55%	95.91%	94.5%
Pupil Premium	96.29%	95.76%	94.42%	93.23%	87.21%	93.38%	88.2%

Desired outcomes for 2019-20

- Achievement 0.00 or higher for Progress 8 for PP students: Whilst P8 is not yet 0.00, there was a 0.25 increase from 2018/19 to 2019-20. The P8 score improved by 0.68 over the course of Year 11.
- Improved attainment 8 score for PP students: There has been an upward trend in attainment for the previous three years, resulting in attainment 8 of 46.50 (from 42.7 in 2017; 43.4 in 2018)
- Improved rates of progress across all key stages for FSM: FSM Year 11 A8 47.41 (higher than PP 46.50; above national average 46.50)
- Increased attendance rates for pupils eligible for PP: Data up to March 2020 shows that attendance for PP students had increased

Impact of COVID

As with all schools in the UK, our students in Year 11 were not able to sit their GCSE exams and were instead awarded 'Teacher Assessed Grades'. We followed the guidance provided by the DfE carefully to ensure that all of our students received fair and appropriate grades. Analysis of progress has been considered using these grades. The intended impact of planned PP strategies has been limited due to the fact that students were isolating at home from March 2020. School based intervention was therefore reduced compared to previous years.

Strategies and impact (2019-2020)

The impact of the strategies below is more anecdotal in nature due to the impact of the lockdown on provision and data. As a result of evaluating the impact of learning on the progress of PP students, comprehensive and robust plans have been designed and implemented in

order to identify and close gaps in learning resulting from lockdown, and support the accelerated progress of this target group. Please see the 'Planning' section below for a brief synopsis of these plans.

Strategy	Impact	Cost
Academic intervention (targeted revision sessions, provision of revision materials, extra classes in core subjects, tutorial & registration revision)	Impact of strategies measured using Assessment 1 data for Y11 (Autumn) against CAG data (Summer) <ul style="list-style-type: none"> • ENGLISH: Pass 68% to 80% (+12%); Strong pass 51% to 54% (+3%) • MATHS: Pass 24% to 73% (+49%); Strong pass 17% to 39% (+22%) • SCIENCE: Pass 39% to 35% (-4%) • LANGUAGES: Pass 78% to 89% (+11%) • HUMANITIES: Pass 47% to 53% (+6%) • EBACC: Pass 15% to 20% (+5%) 	Booster classes - £400 myGCSEscience - £1248 Additional maths/English tuition (AH) - £23364 Staffing (TLR's) - £29117.86
Funding to support access to curriculum (purchasing of materials/ingredients in DT/Food tech, uniform, inclusion in extra-curricular activities, transport, music lessons, FSM)	<ul style="list-style-type: none"> • All students able to access full curriculum • Students part of school community and are ready to learn • Increased cultural capital • Attendance at after school clubs/intervention increased 	Transport - £5496.84 Music lessons - £8933 Visits - £786.74 Uniform – £490.41 SEN Refreshments - £62 IT items - £1948.77 Revision guides/lesson equipment - £4052.73 Accelerated reading - £3291.75 Free school meals - £13302
Wider strategies to support (counselling, pastoral & SLT support, careers guidance & support, including	<ul style="list-style-type: none"> • Attendance improved from 92.6% in 2018-19 to 93.38% in 2019-20 (increase of 0.78%) • Readiness to learn supported • Fewer behaviour incidents • Improved retention of PP to post-16 education, fewer students NEET 	One:one support (incl. online learning) - £ 3243.90 SNC Ed Psych - £4000 Counselling service - £14896 Daisy Chain - £2640 SRC Princes Trust - £2206

connexions one:one interviews)		A* Attendance - £ 7430 Connexions - £8690
Lockdown specific support (provision of IT support & materials, well-being conversations, provision of online tuition, provision of FSM)	<ul style="list-style-type: none"> • Students able to access online learning from home • Communication between school and home supported well being and improved attendance at Y10 face to face sessions (average attendance for last five weeks of summer term 76.88%) • FSM lunch provision ensured students ready to learn and encouraged attendance • Online learning for English, Maths and Science supported lockdown learning & reduced gaps in learning for targeted students 	PP Specific online tuition - £2400

Total = £138000

Additional Impact Detail

Strategy	Impact	Number of students
Extra maths classes – Students with below national expectations were given an adapted curriculum which involved extra Maths lessons with a subject specialist	<p>Year 11 71.4% of PP students in the extra maths class improved their grade from mock to CAG</p> <p>Year 10 40% of PP students in the extra maths class improved their grade from Autumn to lockdown</p> <p>Year 9 The PP student in the extra maths class did not improve their grade from Autumn to lockdown</p> <p>Year 8 None of the PP students in the extra maths class improved their grade from Autumn to lockdown (although 33% achieved EP by the end of Year 8)</p> <p>Year 7 33% of PP students in the extra maths class improved their grade from Autumn to lockdown</p>	<p>7 students in Y11</p> <p>5 students in Y10</p> <p>1 student in Y9</p> <p>6 students in Y8</p> <p>3 students in Y7</p>

<p>Extra English classes – Students with below national expectations were given an adapted curriculum which involved extra English lessons with a subject specialist</p>	<p>Year 11 100% of students in the extra English class improved their grade from mock to CAG</p> <p>Year 10 Neither of the PP students in the extra English class improved their grade from Autumn to lockdown (although both students improved their grade in the first assessment in Y11)</p> <p>Year 9 The PP student in the extra English class improved their grade from Autumn to lockdown (BEP to MEP)</p> <p>Year 8 None of the PP students in the extra English class improved their grade from Autumn to lockdown (although one student achieved EP by the end of Year 8)</p> <p>Year 7 33% of PP students in the extra English class improved their grade from Autumn to lockdown</p>	<p>1 student in Y11 2 students in Y10 1 student in Y9 6 students in Y8 3 students in Y7</p>
<p>One to one support for students (by middle leaders and senior leaders) – Regular meetings with students to focus on targets and provide personalised support to develop progress</p>	<p>The P8 score for the Year 11 PP cohort improved by 0.68 over the course of Year 11, from -0.84 to -0.16.</p>	<p>37</p>
<p>MyGCSEScience programme – Revision support programme providing topic specific videos and quizzes. Additional associated bank of exam</p>	<p>A total of 1363 videos were watched by our Y11 PP cohort.</p> <p>Year 11 TRILOGY 82.9% of students in trilogy science improved their grade from mock to CAG</p> <p>Year 11 TRIPLE 80.0% of students in Biology improved their grade from mock to CAG 100.0% of students in Chemistry improved their grade from mock to CAG</p>	<p>37</p>

questions. Engagement tracked and rewarded.	60.0% of students in Physics improved their grade from mock to CAG	
Alternative provision – vocational opportunities were provided for students who were not able to engage in the full curriculum offer at Egglecliffe	One student gained a BTEC in Construction from Stockton Learning Centre. One student completed part of a BTEC Introduction to Sport qualification (Evolve). One student attended a trust primary school for support. Two students attended the Skills Academy. Three students accessed the Princes Trust. One student gained a level 1 qualification at Engage (Durham).	9
D&T Materials – PP students provided with all materials for course	Year 11 – 12 PP students gained a qualification (pass) in PD, DT and Textiles	12
KS3 ingredients for Food Technology – all PP students were provided with ingredients for food technology	Year 7: 94.7% of PP students made EP/MEP by the end of the year Year 8: 89.2% of PP students made EP/MEP by the end of the year Year 9: 90.6% of PP students made EP/MEP by the end of the year	106
Bespoke careers advice – All Year 11 PP students received a one to one personal guidance meeting to explore Post 16 options and future career aspirations.	NEET figures (compared to national average) Increased knowledge and understanding of Post 16 options and specific careers areas: <ul style="list-style-type: none"> • Newcastle University Inspired Choices visit. Year 11. 24 PP students. • Science Forensics Sessions (12 PP students) • Year 9 Sunderland University visit. All Year 9 PP students. • School Careers Fair. All PP students in Yrs 8-11. • Year 10 Apprenticeship information talk. All Year 10 PP. • Year 10 Middlesbrough College talk. All Year 10 PP. • Year 10 Stockton Riverside College talk. All Year 10 PP. • Year 10 A Level talk. All Year 10 PP. 	All PP students 155
Post 16 visits – PP students prioritised for Careers visits to		

Colleges, Apprenticeship providers and employers.	<ul style="list-style-type: none"> • Year 9 Creative Careers Information visit to ARC. 1 PP student. • Young enterprise project – 14 PP students 	
Specific careers related projects – Students provided with hands on experience of careers: e.g. Welding.		
Music lessons – Music lessons with external teacher over all three terms. Includes covering costs of music exams were applicable.	Students across KS3 and KS4 achieving a number of grades in various instruments including drums, piano, clarinet, singing and violin amongst others.	29
Resources and revision guides – All PP pupils are provided with revision guides and staff are able to access funds to support the learning of pupils where necessary with additional materials.	The P8 score for the Year 11 PP cohort improved by 0.68 over the course of Year 11, from -0.84 to -0.16.	37 Year 11 29 Year 10
Transport – Transport home to enable PP students out of immediate	Access to after school support improved across all key stages ; Year 11 students targeted for curriculum intervention were able to attend regularly. The attendance of students with exceptional circumstances improved.	20+

<p>vicinity to access after school support and be transported home. Transport (taxis) also paid for those PP students with poor attendance and exceptional circumstances</p>		
<p>Uniform – Pupils bought uniform as and when needed given personal circumstances</p>	<p>Non-quantifiable, but ensures students have correct uniform and are ready for learning</p>	<p>7</p>
<p>External counselling service & internal counsellor – Personalised counselling packages to support the mental health and well-being of targeted students</p>	<p>The actual impact of this strategy is very difficult to statistically quantify, but all student voice from these students has indicated that they felt supported with a range of emotional and social issues which were barriers to their attendance and learning.</p>	<p>8 students accessed a combination of internal and external counselling</p>
<p>Educational Psychologist – Eligible students were referred to the EP to review learning needs and difficulties and to look at any additional</p>	<p>The students supported were able to access their curriculum more readily, as a result of the learning strategies and support in place.</p>	<p>1</p>

support and strategies required.		
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Planning for 2020-2021

The new post-holder (Director of Pupil Premium) has reflected on past provision and identified the need to ensure that the PP plan for 2020-2021 is targeted to all year groups in school.

- As a result of the successful implementation of small group and one:one online tuition during lockdown, this provision will be extended for PP students in Y9-11 (see catch-up plan for more information)
- Following research (literature and school-based), the Director of Pupil Premium will implement the following strategies:
 1. Pupil premium passports & improved communication between PP/SEND/LAC lead staff
 2. Increased whole school focus on structured self and peer assessment
 3. Work alongside TVCA to develop 'School Impact Officer' role
 4. Support the introduction of PIXL 'Build Up'
 5. Identification of PP Lead teachers across departments to support whole School PP strategies
 6. Introduction of Y12 support to KS4 PP students (mentoring and academic support)

In addition, we will also continue to allocate PP funding to music lessons, FSM, uniform, revision guides, trips, CIAG & alternative provision.

See current PP statement on school website for more detail on these strategies.