

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Egglescliffe School and Sixth Form College
Number of pupils in school	1182 (2021-22)
Proportion (%) of pupil premium eligible pupils	12.4% (147 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Summer 2022
Statement authorised by	L. Oyston
Pupil premium lead	A. Gerrard
Governor / Trustee lead	H. Hogben

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 121,763
Recovery premium funding allocation this academic year	£ 20,837
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	£ 142,600

# Part A: Pupil premium strategy plan

## Statement of intent

### Ultimate objectives for our disadvantaged students

1. Disadvantaged students achieve in line with non-disadvantaged students, nationally
2. Disadvantaged students are provided with, and take advantage of, a range of opportunities to develop cultural capital
3. Disadvantaged students acquire the knowledge and develop the skills needed to pursue the next stage in their education, training, or employment

### Our pupil premium strategy plan works towards achieving our objectives in the following ways:

1. Quality First Teaching for all students
2. Strategies employed to close vocabulary gaps and allow students to develop as effective readers and in turn enable them to access a rich and deep curriculum
3. Use of 'gap analysis' and timely intervention so that students know more and remember more
4. Provide support to improve attendance so that all Disadvantaged students can access a full curricular and extra-curricular offer
5. Support to improve and manage behaviour to achieve a more consistently positive attitude towards learning
6. Provide a programme of CEIAG provision and enrichment opportunities to support the development of cultural capital and character education and reduce the risk of disadvantaged students becoming NEET

### Key principles of our strategy plan

- Narrowing the gap between Disadvantaged and non-Disadvantaged students is the responsibility of all staff
- All of our schools share an ethos of inclusivity
- Strategies employed are evidence based
- Our strategy is fluid, impact is regularly monitored and reviewed, and plans are modified accordingly

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some of our PP students have gaps in their vocabulary and less developed reading skills
2	As a result of COVID disruption to learning, some of our PP students have gaps in their core knowledge recall
3	A very small number of our PP students have reduced attendance; however, the attendance of this group overall is higher than NA for non-PP students
4	The behaviour of the majority of PP students is exemplary; however, some of our PP students struggle to manage their behaviour consistently
5	We have a comprehensive program of careers support and enrichment at Eggescliffe; however, some students require additional support to engage with these opportunities

## 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 Progress 8 Score	Disadvantaged students P8 is positive
Improved Attainment 8 Score	Disadvantaged students Attainment 8 is 50 or more
Improved % of Grade 5+ in English and maths	Disadvantaged students Basics L5+ is 70% or more
Improved attendance	PP attendance (and % of persistence absentees) matches that of national non-disadvantaged students
Ebacc entry	Disadvantaged students Ebacc entry matches that on national non-disadvantaged students

## 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: £50,000

Focus	Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Students are supported to know more and remember more through the delivery of high-quality teaching and learning across the curriculum.</b>	Feedback through structured self and peer assessment	The development of effective feedback is an EEF suggested strategy for maximum impact (very high impact for very low cost, based on extensive evidence: impact +6).	1,2
	Improvements in reading and literacy (led by Trust Literacy Coordinator)	The development of reading comprehension strategies and oral language interventions are EEF suggested strategies for maximum impact (very high impact for very low cost, based on extensive evidence: impact +6). <i>“Literacy is the gateway to the curriculum”</i>	1
	Specific target setting and review in all curriculum areas for underachieving PP students	Pilot programme delivered (involving selected PP/SEND students in Y9) in 2020-2021 – showed strategy is successful; Specific and personal targets, with associated in-class and extra-curricular tasks will support students in closing any gaps in their learning.	1,2
	Mixed ability teaching at KS3 (for the majority of the curriculum)	Mixed ability teaching supports less able students and can reduce behaviour issues (Sutton Trust).	3,4
	Regular CPD with PP focus to support and develop best practice in this area	Sutton Trust research states that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year’s extra progress for most students. 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.	1,2
	Regular QA of QFT for PP students	Regular quality assurance (through lesson walks, book scrutiny and learning conversations) ensures that the delivery of QFT to PP students is a focus for consequent staff development and CPD opportunities.	1,2,4

<b>Gaps in learning, and barriers to learning are identified and appropriate intervention strategies are employed to close them.</b>	Identification and addressing of gaps in learning (identified through use of PiXL PLCs and other suitable assessment formats)	As a result of the pandemic, students have gaps in the learning. Using strategies to identify these gaps and then suitable interventions to support the closing of the gap will enable students to know more and remember more.	1,2
	Intervention programme for identified students. Small group tuition, online tuition provision and gap-specific intervention to support progress	EEF research suggests that tuition can accelerate progress of disadvantaged students (high impact for moderate cost, based on moderate evidence: Impact +5).	1,2
	Increased communication of barriers to learning for staff via Pupil Premium Passports and regular student interviews	Identification of students' main barriers to learning, along with the sharing of effective strategies will enable teaching staff to personalise their approach accordingly. PP passports for all PP students were produced during 2020-2021 academic year – they have been useful to support teaching staff in the personalisation of their teaching to support the progress of PP students.	1,2,3,4 and 5

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

Budgeted cost: £50,000

<b>Focus</b>	<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>All teaching staff share accountability for PP student progress.</b>	Lead teachers in curriculum areas will embed best practice in order to support the implementation of whole-school strategies, for example, KS3 revision strategies, Structured self and peer assessment	Raising the profile of the PP cohort at department level and sharing best practice between teachers will lead to better provision for PP students in all curriculum areas.	1,2
	Enhanced accountability for PP progress from SLs	SL's are responsible for robust SoLs in their curriculum areas, and ensuring that these support students in knowing more and remembering more. They are best placed to interpret assessment data for their subject to identify trends, gaps in learning, etc.	1,2,4

<b>In-school systems are developed to support the academic progress of PP students</b>	Improving attendance of PP cohort (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.	3
	Development of homework and revision support for KS4	Homework is one of the strategies identified by the EEF as having a considerable impact on improving progress (high impact for very low cost, based on very limited evidence: impact +5).	1,2
	Use of discovery to support academic progress of targeted Y10 PP students through enhanced pastoral care	The students in discovery access a full curriculum with the support of additional pastoral care to improve attendance and behaviour. In 2020-2021, 6 students were supported in this way – they all gained qualifications and were not NEET. EEF evidence shows that behaviour interventions can support progress (moderate impact for low cost, based on limited evidence: Impact +4).	3,4 and 5
	Assertive mentoring of target Year 11 PP students	Regular conversations will support progress, ensure that teaching staff are aware of contextual issues, and encourage the development of successful learning habits. (EEF: low impact for moderate cost, based on moderate evidence: Impact +2).	1,2,3, 4 and 5
	Behaviour support provided by Pastoral Inclusion Assistants	Enhanced behaviour support ensures that behaviour issues can be monitored and managed, ensuring that students are in lessons and learning. In 2020-21, 39% of S2 events involved PP students; only 12% of these were escalated to S4 level.	3,4 and 5

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

Budgeted cost: £38,000

<b>Focus</b>	<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>The profile of PP students in increased.</b>	Improved communication and sharing of information (SEND, LAC) using the Provi-	Communication between key members of staff will reduce 'overlap' of work in school, more cohesive approach to targeting of intervention and other strategies	1,2,3,4 and 5

	sion Mapping programme, combined with regular staff CPD		
	Introduction of non-PP KS5 academic support in KS4 crucial core classes (English and Maths)	Peer support by older students has been shown to support academic progress and aspirations of disadvantaged students (EEF: high impact, very low cost, extensive evidence; +5)	1,2,4
	Communication with parents regarding use of PP funding and eligibility	Any strategy that engages parental support can have a positive influence on student progress. The EEF research suggests that parental engagement strategies can have a moderate impact (moderate impact for very low cost, based on extensive evidence: Impact +4).	1,2,3,4 and 5
<b>The cultural capital of PP students is developed.</b>	Involvement in School Impact Officer pilot programme	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	3,4 and 5
	Engagement with extra-curricular offer	The provision of a broad range of extra-curricular activities helps to support the development of cultural capital and character education	3,4 and 5

**Total budgeted cost: £138,000**

## 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.

#### Results – Summary

**PP students on roll: 170 Year 11 PP students: 30**

Academic year	Measure	PP	Non-PP	Difference
2020-2021 (TAGs)	Progress score	0.06	0.62	-0.56
	Attainment 8 score	45.40	59.67	-14.27
2019-2020 (CAGs)	Progress score	-0.16	0.45	-0.68
	Attainment 8 score	46.50	59.29	-13.09
2018-2019	Progress score	-0.41	0.17	-0.58
	Attainment 8 score	43.47	54.84	-11.37

#### PP Cohort – Additional Information 2020-21

Measure	NPP	PP	In school gap
Average A8 score	59.67	45.4	-14.27
Basics 4+	91%	69%	-23%
Basics 5+	72%	43%	-29%
Entered EBacc	51.5%	11.4%	-40.1%



## Year 11 PP Cohort progress over 2020-2021 academic year

<b>Data</b>	<b>A8</b>
<b>Autumn 2020</b>	38.09
<b>Summer 2021 (TAGs)</b>	45.40
<b>Difference</b>	7.31

## Attendance Information (2020/21)

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Average</b>	<b>National</b>
All	95.47%	94.48%	94.60%	94.03%	94.04%	95.52%	93.84%
Pupil Premium	95.30%	91.17%	90.49%	93.47%	88.90%	91.87%	90.17%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

### Additional information – Spending of PP funding

Spending on:	Approximate cost:	Rationale:
TA salary	£15000	Teaching Assistants will support the delivery of 'Lexplore' (decoding) and 'Reciprocal Reading' (comprehension) to students, as identified by reading age tests.
Pastoral Inclusion Assistant (CBT/KHN)	0.5 x (2 x £18000)	The pastoral inclusion assistants work to support students who find mainstream school challenging, supporting behaviour management and the implementation of an alternative curriculum. They communicate regularly with home and support the 'Thrive' strategy. They support provision in Discovery.
Academic Mentors	£16000	Academic mentors provide MHWB and pastoral support to vulnerable students, permitting them to access the curriculum more consistently and supporting academic and personal progress
Attendance Officer/Cover Supervisor	£19000	These members of staff support the attendance of PP students, providing a point of contact for parents/carers
School Counsellor	£19300	The school counsellor provides MHWB support to vulnerable students, thereby supporting attendance and progress
Educational Psychologist (Stockton BC)	£3400	The Educational Psychologist supports students with a range of emotional, social and learning-based issues; this helps to support their attendance and progress
TLR for PP lead (AGD)	£8700	The PP lead develops and implements whole-school strategies to support the progress on PP students, working alongside key members of staff and the SLT. She is responsible for monitoring the PP spending and evaluating the impact of specific strategies.

Teaching, academic support & wider strategies	£38600	The strategic plan for PP students ensures that all staff support the academic and personal progress of these learners.
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### Catch-up Funding for FSM students

A catch-up premium of £18415 will be used to support students within the PP cohort who are eligible for FSM. These funds will be spent on:

- High quality one:one support (from external tutoring agency) for Y11 FSM students, with a specific focus on English, Maths and Science
- Staff-led intensive catch-up programmes for Y9-10 FSM students