

Pupil Premium Strategy Statement 2024-27

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	1172 (2024-2025)
Proportion (%) of pupil premium eligible pupils	15.9% (186 students)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	N. Gittins
Pupil premium lead	A. Gerrard
Governor / Trustee lead	R. Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,725
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	£ 151,725

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
To further develop the vocabulary range and reading age of pupil premium students to enable equitable access to a broad curriculum	<ul style="list-style-type: none"> Pupil premium students to achieve a reading age that is in line with their chronological age Pupil premium students to read confidently and fluently, in and outside of the classroom
To further improve the quality of teaching, learning and assessment	<ul style="list-style-type: none"> The progress of pupil premium students matches that of National non-PP students The progress 8 score for PP students is positive; attainment 8 is 50 or more; basics L5+ is 70% or more
To further improve the attendance of pupil premium students	<ul style="list-style-type: none"> Pupil premium is 90% or more
To ensure that pupil premium students are supported with their behaviour, mental health and well being	<ul style="list-style-type: none"> Instances of poor behaviour are not common and match the frequency of non-PP students Pupil premium students access the MHWB support offer in school
To further develop access to cultural experiences for pupil premium students	<ul style="list-style-type: none"> Pupil premium students' attendance at extracurricular activities matches that of non-PP 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: £75,862.50

Focus	Activity	Evidence that supports this approach	Challenge number(s) addressed
Students are supported to know more and remember more through the delivery of high-quality teaching and learning across the curriculum.	Further embedding of the 'Eggescliffe 8' pedagogical principles, through CPD, sharing best practice and effective quality assurance	The principles provide clear guidance of our core T&L principles, for example principle 8 – 'feedback loop'. 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
	Further improvements in reading, oracy 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>	1,2
Gaps in learning, and barriers to learning are identified and appropriate intervention strategies are employed to close them.	Specific target setting and review in all curriculum areas for underachieving PP students (including use of annotated seating plans)	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).	1,2,4
	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.	1,2,4
	Regular QA of QFT for PP students (SISRA observe)	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

All teaching staff share accountability for PP student progress.	Identification and addressing of gaps in learning at classroom level (through use of various 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
	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.	1,2,4
	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
	Increased communication of barriers to learning for staff via Pupil Premium Passports and regular student interviews; staff use of annotated seating plans	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 introduced during 2020-2021 academic year & are now embedded – 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: £37931.25

Focus	Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted approaches are utilised to reduce	Layered intervention programme for identified students, including 'Horsforth quadrant' groups. Gap-specific intervention to support	EEF research suggests that tuition can accelerate progress of disadvantaged students (high impact for moderate cost, based on moderate evidence: Impact +5).	1,2,4,5

progress gaps	progress. Subject booster classes, lunchtime and after-school intervention programme.		
	Development of homework and revision support for KS3 & 4	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
	Assertive and academic mentoring of target Year 11 PP students (through Choose to Succeed & Horsforth Quadrant)	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
	Employment of KS5 academic support assistants to support targeted students in KS4 core classes (English and Maths) and Y7 numeracy intervention	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
	Introduction of iPads to support PP students in intervention sessions and lessons	The EEF advise that technology can be used to improve the quality of explanations and modelling, the impact of pupil practice and the effectiveness of assessment and feedback.	1, 2, 4

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

Budgeted cost: £37931.25

Focus	Activity	Evidence that supports this approach	Challenge number(s) addressed
In-school systems are developed to support the behaviour and well-being of PP students	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
	Behaviour support provided by Behaviour Lead and Learning Managers	Enhanced behaviour support ensures that behaviour issues can be monitored and managed, ensuring that students are in lessons and learning.	1,2,3,4 and 5

	Year 9 focus - PASS test & subsequent interventions	The Pupil Attitudes to Self and School (PASS) measure takes the guesswork out of understanding why pupils may be reluctant, disengaged or even disruptive learners by sensitively exploring social and emotional wellbeing. It also provides interventions and guidance so you can start to address issues immediately.	3,4 and 5
The profile of PP students in increased.	Improved communication and sharing of information (SEND, LAC) using Arbor, combined with regular staff CPD	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
	Communication with parents regarding use of PP funding and eligibility, monitoring of classcharts and subsequent parent engagement where needed	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
The cultural capital of PP students is developed.	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: £151,725

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 2023-2024 academic year.

Results – Summary

PP students on roll: 175 Year 11 PP students: 25

Academic year	Measure	PP	Non-PP	Difference
2023-2024 Awaiting validated data	Progress score			
	Attainment 8 score			
2022-2023	Progress score	-0.17	0.31	-0.48
	Attainment 8 score	50.2	54.4	-4.2
2021-2022	Progress score	-0.08	0.28	-0.36
	Attainment 8 score	51.32	58.62	-7.3
2020-2021 (TAGs)	Progress score	0.06	0.62	-0.56
	Attainment 8 score	45.40	59.67	-14.27
2018-2019	Progress score	-0.41	0.17	-0.58
	Attainment 8 score	43.47	54.84	-11.37

PP Cohort – Additional Information 2023-2024

Measure	PP	Non-PP	In school gap
Awaiting validated data			
Basics 4+			
Basics 5+			

Year 11 PP Cohort progress over 2023-2024 academic year (in-school data)

Data	Progress	A8
Autumn 2023	-1.12	38.1
Spring 2024	-0.89	40.4
Summer 2024		
Awaiting validated data		
Difference		

Attendance Information (2023-2024)

	Year 7(%)	Year 8(%)	Year 9(%)	Year 10(%)	Year 11(%)	Average (%)	National (%)	North east (%)	Stockton (%)
All	94.30	93.68	93.01	92.74	94.45	93.60	90.90	90.10	90.00
Pupil Premium	91.78	89.93	89.34	89.92	92.27	90.42	n/a	n/a	n/a

Reading/literacy:

	Average Reading Age Increase for PP		
Year Group	Cycle 1	Cycle 2	Cycle 3
7 (6 pupils)	+0.83	+0.83	+0.5
8 (5 pupils)	+1.4	+0.4	N/A
9 (3 pupils)	N/A	+1.1	N/A
10 (4 pupils)	+0.8	+1	+0.75
11 (1 pupil)	+4.2	N/A	N/A

Students read regularly in lessons and are supported through the use of reciprocal reading strategies and the explicit teaching of key vocabulary.

Behaviour/MHWP:

Class Charts:

Non-PP Positive Points: 161.57

PP Positive Points: 194.59

Non-PP Negative Points: 24.63

PP Negative Points: 64.1

Access to MHWP services:

40 PP students accessed support provided by the School Impact Officer programme (a total of 500 hours of mentoring). 58% of students participating in the programme saw improvements in their psychological well-being, feeling satisfied with themselves and their life. At the end of the programme, 55% of students also showed lower levels of psychiatric disturbances and 67% showed higher levels of self-esteem and self-efficacy.

In addition:

- 5 PP students accessed in-school mentoring
- 7 PP students accessed counselling
- 5 PP students accessed external service, e.g., CAMHS
- 5 PP students completed 'Thrive'
- 11 PP students were supported by a school-support worker

Extracurricular:

PP attendance at extracurricular activities did not meet that of non-PP during 2023-24. However, as of July, the attendance data for extracurricular is as follows:

- PP 50.8% regularly attended Enrichment
- Non-PP 55.2%
- More than 5% improvement, narrowed the gap to 4.4%

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

Programme	Provider

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	0
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)