

Pupil premium strategy statement: King Egbert School, 2018-19

1. Summary information KS3 and KS4					
School	King Egbert School			Pupil premium grant per student (Y7-11)	£935
Academic Year	2018/19	Total PP budget	£ 178,585	Date of most recent PP Review	Jun 2018 (GC3)
Total number of pupils	1005	Number of PP pupils*	191 (19.0 %)	Date for next internal review	Jan 2019 (SLT review)
* January 2019 census figures Y7-11 (paid April to March)					

2. 2017-18 outcomes						
Y11 Cohort 2017-18.	National figures 2018		King Egbert School outcomes 2018			
	All	Non PP	All	PP	Non-PP	Gap
Size of cohort	-	-	186	21.5%	78.5%	-
Progress 8 score average	-0.03	0.11	0.56/0.57 adj	0.23	0.65	-0.42
English P8	-0.04	0.11	0.22	-0.01	0.28	-0.29
Maths P8	-0.02	0.11	0.78	0.30	0.92	-0.62
% achieving 5 strong passes including English and Maths	43.2%	49.4% (2017)	51.1%	25.0%	58.2%	-33.2%
% achieving 5 standard passes including Eng and Maths	64.2%	71.2% (2017)	72.6%	57.5%	76.7%	-19.2%
Average Total Attainment 8	53.8	57.1	54.13	43.00	57.18	-14.18
Attendance (Y11)	94.7 (2017)			94.7%	95.4%	-0.7

Commentary on most recent outcomes

2017-18, King Egbert School successfully improved on our previous year's P8 figure (+0.167), closing the gap further between PP and their peers (over 0.5 last year), and achieving results well above national average for non PP pupils nationally. This has been in part due to successful attendance initiatives with 94.7 % being a significant improvement on the previous year's 90% Y11 PP attendance and a gap of 6% between PP and non PP students 2016-17. Whilst results are positive in a national context we are still dissatisfied with our in house gap between PP and non PP. It varies by subject. English and Maths have both seen a drop of around 4% in PP getting higher grades, which limits access to post 16 education and the routes to social mobility we promote. There has been a significant improvement in results for low prior attaining students with +0.42 this year compared to +0.07 last year. High prior attainers are up to +0.84 from +0.62 last year which is outstanding, middle prior attainers have dropped a little to +0.33 from +0.51 which could relate to difficulties about accessing grade 4s and 5s through demanding literacy and unpredictable questions.

3. Aims for Pupil Premium Strategy - summary

We aim to close any gaps between our pupil premium students and their peers by using our pupil premium funding and our action plan to meet our vision as outlined below:

	King Ecgbert Hall Marks	Strategy aims
A.	We have a culture of high expectations for all: a belief that all pupils, irrespective of background, ability or barrier to learning, can attain well.	Successful outcomes at the school are driven by high expectations of participation in learning, academic attainment, behaviour and attendance. We must ensure that all staff understand the need to hold the highest expectations of all our pupils.
B.	Our teaching is consistently high quality; we promote excellent attendance so our students make the best possible progress by accessing quality first teaching.	Students at our school with the best attendance make the best progress. Therefore we must ensure that disadvantaged students are supported to achieve a minimum of 95% attendance. The school will ensure that the quality of teaching remains consistently high for all teaching groups.
C.	All pupils and their families are held in positive regard.	We will continue to train all staff to ensure they understand how circumstances of disadvantaged pupils may affect them in school and to 'poverty proof' all our initiatives. We aim to continue and develop ongoing work to ensure the school is welcoming to all parents and to put in place strategies to overcome barriers of distance, language or experience which may prevent parental engagement with school.
D.	We have a strong understanding of the needs of all pupils at our school. We engage with research evidence and national best practice to inform strategies and activities to help overcome barriers to success.	We will continue to use national research alongside action research within our school and our trust to inform our work with disadvantaged students. In particular we will focus on improving the academic literacy of our students and using all opportunities to enhance cultural capital needed for academic success, self-confidence and higher aspiration.
E.	We use robust quality assurance and honest self-evaluation to identify areas for development.	We will use regular monitoring to measure our students' progress, attainment, attendance, engagement, aspirations and well-being. We will use data to identify causes of concern and use proven strategies to close gaps. We will use feedback from students, parents and staff to help us evaluate our progress. We will involve our CEO, governors and national experts in our evaluation.

4. Aims for Pupil Premium Strategy - 2018-19 Action Plan				
Y11 students at risk of not meeting their potential will be prioritised, but strategies are aimed at supporting disadvantaged students from Y7-Y13 to prevent a widening of gaps at any key stage.				
	Mission statement.	Success criteria	Actions	Cost
A.	We have a culture of high expectations for all: a belief that all pupils, irrespective of background, ability or barrier to learning, can attain well.	<ul style="list-style-type: none"> School Priority 1: Outstanding outcomes for all (P8 in top 5) PP P8 to improve from +0.23 to +0.3 and/or gap between PP and non PP P8 to close from 0.43 to <0.2 Successful intervention with identified Y11 cohort of 26 students to improve their outcomes: from end of Y10 mocks only 9/26 would get 4+ in English and Maths. Higher proportion of PP students to achieve 5 standard and strong passes (incl. EM) Target 40% strong passes, 65% standard passes. Staff voice, verified independently, will show consistent high expectations. Improvement in quality and quantity of homework as measured by increased average HW ATL and decreased PP/non PP gap in Grade Collection. 	<p>Consistent high expectations:</p> <ul style="list-style-type: none"> Separate training for CIAs, TAs, HLTAs, Librarian (Maximising impact of TAs resources) Know your learner – all staff CPD PP Strategy for 2018-19 (What’s my role?) to be shared with all staff CBM encourages self-regulation; ‘turn-around’ strategies in place <p>Intervention groups</p> <ul style="list-style-type: none"> Identify those capable of getting 4+/5+/7+ in English and Maths for targeted intervention within core subjects and those needed for 5 good passes incl EM; review progress after each GC Team building residential to raise aspirations for those with low ATL Off-site study day for students unlikely to participate in residential RMC and KS5 team to meet with individual students to raise aspirations for 6th form Careers advice and support targeted at individuals <p>Homework:</p> <ul style="list-style-type: none"> Associate Assistant Headteacher co-opted onto SLT to monitor progress, coordinate and lead this initiative HC and technology team to increase student and parental use of edulink for organisation and moodle for home learning SLT links and YMs identify students regularly receiving homework detentions for intervention CIAs run homework support liaising with CLs to target intervention YMs to ensure identified students use homework club in the library and give practical help for organisation (edulink, folders etc) Parent workshops on use of knowledge organisers ‘Mind the gap’: Subject staff to facilitate catch up, especially in KS4 A new ATL recording system with 5 levels should help identify issues more clearly, including ‘coasting’ students 	<p>Staffing costs</p> <p>2000 350</p> <p>Staffing costs</p>

	<i>Mission statement.</i>	<i>Success criteria</i>	<i>Actions</i>	<i>Cost</i>
B.	We recognise that students with excellent attendance, experiencing consistent high quality teaching, make the best progress.	<ul style="list-style-type: none"> • School Priority 2: Outstanding curriculum design and delivery improved knowledge and retention by students • Improved attendance of PP pupils to at least match national average (95%) 	<p>Attendance:</p> <ul style="list-style-type: none"> • First day's absence to be followed up with a phone call • Early intervention for students missing days at the start of term • Weekly monitoring of whole school and groups giving cause for concern by headteacher and attendance staff • Weekly monitoring of attendance and individuals giving cause for concern by SLT link and YM for each year group • 'Mind the gap': Subject staff to facilitate catch up, especially in KS4 • Continued funding of breakfast club – free breakfast for FSM students <p>Quality First Teaching</p> <ul style="list-style-type: none"> • QA of teaching led by CP/NJ • Relevant and high quality CPD led by CP/NJ focusing on knowledge retention and literacy • Monitoring of sets to ensure PP students are in highest sets possible where used and that teaching staff are appropriately matched to sets 	<p>Staffing costs</p> <p>2000</p> <p>Staffing costs</p>
C.	All pupils and their families are held in positive regard.	<ul style="list-style-type: none"> • School Priority 3: Harness the potential of new technology to enhance outcomes for children (strategies to explicitly consider vulnerable groups) • Improved attendance of disadvantaged families at parents' evenings and other events. • CBM data shows improved engagement of PP students. • Increased use of new technology to aid home-school communication; monitoring shows no group adversely affected by school communication systems 	<p>Pupils and families held in high regard:</p> <ul style="list-style-type: none"> • Training for all staff to improve understanding of disadvantaged students and successful strategies to help overcome barriers • Importance of poverty proofing – catch up for new staff • Understanding PP – bespoke for NQTs • Know your learner – all staff CPD • Repeat PP pledge <p>Parental involvement with school</p> <ul style="list-style-type: none"> • YMs to arrange transport/translators as needed to enable parents to participate in school events • YMs and subject staff to ensure that positive communication between school and home is regular and meaningful • YMs to arrange supportive meetings for parents of PP students who cannot attend parents' evening • HC monitors use of new technology as a communication tool; adjustments and support put in place as needed 	<p>Staffing costs</p> <p>Staffing costs</p>

	<i>Mission statement.</i>	<i>Success criteria</i>	<i>Actions</i>	<i>Cost</i>
D.	<p>We have a strong understanding of the needs of all pupils at our school. We engage with research evidence and national best practice to inform strategies and activities to help overcome barriers to success.</p>	<p>Accelerate improvement in reading ages (RA) of PP students</p> <p>Reduce dip in RA over summer holiday</p> <p>Improve participation of PP students in extra-curricular activities to above national average (national average PP 44% and non PP 66% in extra-curricular activities.) Increased participation of PP students in residential open to a whole year group (Y7 Bushcraft, Y10 D of E)</p> <p>Minimise widening of gap at transition</p> <p>Improved outcomes (P8 targets, see A); strengthened GCSEs to prove less of a barrier</p>	<p>Use of national research to inform strategy and practice:</p> <ul style="list-style-type: none"> • Regular reading of updates from EEF and Children’s Commission on Poverty • Attendance at relevant conferences, seminars and networking meetings • Continue networking with Sheffield schools involved in the Pupil Premium Project (Learn Sheffield/Marc Rowland) <p>Use of action research within our school and our trust</p> <ul style="list-style-type: none"> • Share PP strategies with SLT leads for PP in other schools within MLT <p>Encourage reading for pleasure/close gaps in literacy</p> <ul style="list-style-type: none"> • All Y7 and Y8 participate in Accelerated Reader (AR) lessons • Expand range of library books • Give book tokens instead of trophies as prizes on KS3 awards evening (choice from summer reading book offer) • Summer reading for PP students: repeat last year’s event in the library with the visiting bookshop – all PP students Y7-10 given a book to read over the summer holiday to counter the dip in reading age measured Y7→Y8 at the start of 2018. • 6th form reading buddy scheme • Reading time in form is meaningful and enjoyable <p>Closing gaps in academic literacy</p> <ul style="list-style-type: none"> • Whole school CPD on expanding vocabulary and reading strategies (NJ/CP) • Strategies to improve academic literacy through understanding of functional grammar shared with CLs (CBW) • Form time literacy quizzes are meaningful; PP participation is encouraged • Primary school project to be set up involving our CLs and primary Y6 teachers: Y6 teachers to share how they teach grammar in preparation for KS2 SATS; KES CLs to share how they use non-fiction texts in Y7 (beyond comprehension to inference and analysis) 	<p>Staffing costs</p> <p>150</p> <p>300</p> <p>1400</p> <p>Staffing costs</p>

			<p>Overcoming financial barriers</p> <ul style="list-style-type: none"> • Ensure new parents know what support is available and how to access it (uniform, music lessons, equipment, trips, transport, etc) • Revision guides for PP KS4 pupils to be purchased from PP fund • Ensure consistent, inclusive wording in all communication about school trips and opportunities • School shop: expand on provision set up last year to ensure sustainable staffing; find a better location; increase use by all students; use as a discreet means to supply PP students with funded equipment <p>Remove barriers to learning</p> <ul style="list-style-type: none"> • Daily intervention of pastoral, safeguarding and inclusion teams as needed to ensure students are ready to learn • Add PP strategies to MINTclass • High performing departments (MFL) share strategies at ML meeting • Build cultural capital of students: ensure participation in curriculum trips through financial support and YM liaison with families • English department running a series of lectures (2 per half term) aimed at KS4 to build 'Cultural Capital'. Support with refreshments/transport <p>Remove barriers to participation in extra-curricular activities</p> <ul style="list-style-type: none"> • Ensure participation in extra-curricular events and trips through financial support and YM liaison with families (external grants to be sought to increase funds available for these events including Y7 residential and Duke of Edinburgh (PP fund)) 	<p>800</p> <p>400</p> <p>150</p> <p>1050</p> <p>2000</p>
E.	We use robust quality assurance and honest self-evaluation to identify areas for development.	<ul style="list-style-type: none"> • Surveys taken at the beginning and end of the year will show we are closer to achieving our mission statements 	<p>Regular monitoring</p> <ul style="list-style-type: none"> • Grade Collector (GC) and termly CBM and attendance figures analysed by SLT • Consultation with students, parents and staff will be used to identify how far we are achieving our mission statements and our next steps. • Minutes of meetings with CEO, governors and national experts will show our engagement with continuous improvement 	Staffing costs
Sub-total of discretionary funds for direct support of PP pupils				11,000

Staffing needed to deliver PP strategy	Relevant activities	<i>Staffing Costs</i>
SLT SLT lead to oversee PP strategy SLT lead on attendance SLT leads on Teaching and learning QA and CPD SLT lead on CBM and inclusion SLT lead on pastoral team, inclusion and safeguarding SLT leads on academic literacy SLT lead on new technology	Developing strategy, staff training, networks, monitoring, QA and evaluation, overcoming financial barriers Monitor whole school attendance QA of teaching, relevant and high quality CPD CBM encourages self-regulation; 'turn-around' strategies in place Leading pastoral teams to overcome barriers to learning Closing gap on academic literacy (vocabulary, reading strategies); Closing gap on academic literacy (functional grammar), primary school literacy project, literacy initiatives Parental involvement through new technology	5,000 5,000 10,000 5,000 5,000 10,000 5,000
Interventions outside the classroom Attendance officer Safeguarding and inclusion lead; Year Managers Y7-11 Careers Officer	Work with HT, SLT and YMs on attendance Daily intervention of pastoral, safeguarding and inclusion teams as needed to ensure students are ready to learn; parental involvement Raising aspirations	8,000 35,000 5,000
Interventions in the classroom Librarian HLTAs for English, Literacy, Science and Maths CIAs	Raising literacy; reading for pleasure Targeted intervention to overcome subject specific barriers to learning Targeted intervention to overcome subject specific barriers to learning	15,000 50,000 10,000
Total		£ 179,000

5. Review of Pupil Premium Strategy – 2017-18

	<i>Barrier to future attainment</i>	<i>Success criteria</i>	<i>Evaluation</i>
A.	Lower attendance than peers	Improved attendance of PPI students to at least match national average (95%)	<p>Progress was made towards this target and closer to the national average of 94.8 although attendance of non PP students improved by a greater margin.</p> <p>2016-17 attendance of PP students was 94.05 (whole school attendance 95.4; Y11 PP 90.18%)</p> <p>2017-18 attendance of PP students was 94.3 (whole school attendance 95.8; Y11 PP 93.2%)</p> <p>The increase is due to combined efforts of the attendance officer and pastoral staff and a consistent implementation of policy (letters and fines for non attendance.)</p> <p>The strategies are felt to be successful and will be continued, with further regular reminders from the head of reasons to avoid booking holidays in term time.</p> <p>A free breakfast club for FSM students was successfully introduced with 15-20 students regularly attending each day.</p>
B.	Lower levels of literacy than peers, particularly in reading and writing formal academic language	Interventions to close gaps in reading ages of EAL and PP students in KS3. Target: difference of less than 4 months' between PP/non PP students in Y7 and 8	<p>Accelerated Reader has been used to improve the RAs of PP pupils (a year added from Y7-Y8) but the non PP pupils are still a year ahead. The librarian detected a lack of interest in AR by the end of Y8 amongst weaker readers and is working to address that this year.</p> <p>We also detected a dip in RA of Y8 PP students returning from the summer holiday (RA went back by 3 months) so we put on a book event in the library at which each PP student from Y7-Y10 was invited to choose a book (from an impressive selection made by a children's bookshop) which was paid for by the PP fund. Reading tests at the start of Y8 have shown that regression was decreased by 1 month on average.</p>
		Attainment gaps across literacy based subjects reduced.	<p>Significant improvements were seen in Geography and History results this year, partly due to new leadership. (Geography Progress 0.59, History Progress 0.34)</p> <p>Departments adopted successful strategies to improve literacy needed to tackle new strengthened GCSEs, although many EAL students performed less well than expected and academic literacy will continue to be a focus for all next year.</p> <p>Findings from our external review: 'Encouragingly, teachers' discussions focus on the classroom rather than external barriers.' February 2018</p>
		Work scrutiny from ML and SLT led QA will show embedding of whole school policies	JAR amended the feedback policy to emphasise the role of literacy marking; learning walks have shown that literacy is becoming more embedded each year, and new strategies of verbal and 'speedy' feedback are adapted to incorporate this.
		Develop explicit teaching of academic language (developed with pilot group 2016-17)	CBW led training of lead teachers from History and Science from within the school and the wider region. (EAL in the mainstream classroom) Outcomes of students taught by these strategies show that gaps are narrowing, and the strategies are being more widely disseminated this year (training for MLs in place). Strategies have been shared at education and research conferences in Sheffield and London.
C.	Impact of tier 2/3 referrals and social care intervention	Success criteria is personalised to each student, e.g. improved attendance, better engagement with school, successful intervention from other	<p>Improved attendance and pupil engagement show the effective work done by the pastoral, safeguarding and inclusion teams.</p> <p>Their work will continue, but with some restructuring to allow sharing of good practice within</p>

		agencies - each contributing to better progress	the trust and to build capacity amongst year managers to have increased responsibility in safeguarding.
D.	Lower levels of engagement with school leading to higher numbers of sanctions and less participation in extra-curricular activities	Data (of behaviour points and rewards collected for CBM) will show PP students are as engaged as peers (same ratio of positive points/sanctions compared with proportion of school cohort)	Data shows that, while PP students are more likely than their peers to get sanctions (final warnings, detentions, isolation), the consistent application of the policy is having the effect of helping students to regulate their behaviour: the number of sanctions given to PP students decreased more markedly as the year went on but remained at a higher ratio than for non PP students. For example, the number of PP students isolated for 5 planner comments (breaking rules in social times and on corridors) reduced by 60% Term 1-Term 3, but remained consistent for non-PP students. Another strand to the policy was to promote engagement through positive inclusion. A factor contributing to improved engagement has been deliberate inclusion of a wider range of students at the KS3 Awards Evening and the school event of KESestival which have both been successful at bringing families into school who face more geographical and cultural barriers to participation.
		Increased cultural capital; higher participation rates in extra-curricular activities including trips	Staff have been encouraged to make personal interventions to invite PP students to take part in curriculum trips and extra-curricular events including residential. Financial barriers have been removed and the wording of communication about trips has been improved to make it easier for disadvantaged families to access help. As a result there has been far greater uptake of places by PP students including 4 students who completed the Duke of Edinburgh Award and 55% of Y7 PP students went on the Bushcraft Residential.
		Raised aspirations of underperforming cohorts shown by post-16 choices: target of 70% PP students to take up 6 th form places	Careers assemblies and activities during house afternoons took place (PF and YMs); Trips and events were funded to help students feel included/raise aspirations and break down barriers to applying to university.
E.	Lower attainment on entry; success in closing those gaps has in-school variation	Raised attainment for all: 2018 P8 outcomes to remain higher than the national average and to improve on previous year: target of 0.4 for PP students	As a school we joined a Learn Sheffield Pupil Premium Project to work with successful schools and a national consultant on PP strategies to network with other schools and help us to evaluate and improve school strategies. Many strategies have been adopted as a result of this, including summer reading books and a breakfast club. Findings from our external review which followed: 'Outcomes for disadvantaged pupils are strong. Students eligible for the pupil premium perform very well at the school ... disadvantaged pupils also make more progress than their more fortunate peers nationally.' February 2018 Through Teaching and Learning there was a focus on knowledge and retention which helped PP students to prepare well for exams by completing more revision in school and having more in depth knowledge of how to revise effectively. Work on this will be ongoing to further embed the strategies and to match the extended content of the new GCSEs.
		Reduced in-school variation in 2018 outcomes	Significant improvements were seen in Geography and History results this year; their new leaders were mentored by SLT (NJ and SD). Exam meetings took place with CLs and HT and several departments made significant improvements in results, notably MFL. At the start of the year we had planned to focus on HA and MA students as in 2015-16 these cohorts had underachieved compared with peers. Ongoing analysis showed this was not the case in the 2017-18 cohort, and focus was switched to individuals underachieving because of poor ATL or attendance or both (ML conference chaired by NJ)

			<p>Most departments used PP funds to purchase revision guides for PP students. This may have been a factor in helping PP students within an underachieving cohort (Pakistani boys) to outperform their non PP peers (PP students within this group had a P8 of +0.1 but the non PP students had a P8 of -0.6)</p> <p>Monitoring of other year groups shows that the 2018-19 cohort has a larger proportion of PP students and currently a greater gap in progress than previous years. This will be addressed with the strategy for this year.</p>																
		<p>Effective interventions evident in data tracking across the year</p>	<p>Interventions have been especially effective for white British PP but less so for EAL Pakistani students (to be addressed in the EAL strategy).</p> <table border="1" data-bbox="1144 395 2119 518"> <thead> <tr> <th></th> <th>Whole cohort (182)</th> <th>White British PP (14)</th> <th>EAL Pakistani (37)</th> </tr> </thead> <tbody> <tr> <td>English P8</td> <td>+0.255</td> <td>+0.585</td> <td>-0.549</td> </tr> <tr> <td>Maths P8</td> <td>+0.829</td> <td>+1.319</td> <td>-0.250</td> </tr> <tr> <td>Open P8</td> <td>+0.543</td> <td>+0.877</td> <td>-0.273</td> </tr> </tbody> </table> <p>A photo booklet was made for staff to know their students; this was shared at whole school training along with strategies and good practice to improve PP outcomes</p> <p>HLTAs were deployed in core subjects to do targeted intervention with students who were behind their peers (small group work, in-class support)</p> <p>CIAs appointed (restructuring of the SEN department) to ensure more effective intervention with students through subject based deployment.</p>		Whole cohort (182)	White British PP (14)	EAL Pakistani (37)	English P8	+0.255	+0.585	-0.549	Maths P8	+0.829	+1.319	-0.250	Open P8	+0.543	+0.877	-0.273
	Whole cohort (182)	White British PP (14)	EAL Pakistani (37)																
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		<p>Greater uptake of EBACC subjects amongst PP cohort</p>	<p>Extra advice and mentoring from SLT, YM and careers for identified students at options time (PAB/CBW) has led to a small annual increase in uptake in languages.</p> <p>Uptake of MFL by Y10 in 2016: 18.9% (percentage of total PP cohort for year)</p> <p>Uptake of MFL by Y10 in 2017: 21.3%</p> <p>Uptake of MFL by Y10 in 2018: 23.3%</p>																
<p>F.</p>	<p>Less support from home to complete homework at a frequency or standard which can develop and embed learning</p>	<p>Improved ATL of homework rate and less detentions for missing homework across PP cohort; attendance at homework club</p> <p>Focus on maintaining time spent by Y11 PP pupils on homework/revision/exam practice</p>	<p>Interventions have included YM intervention and the creation of a homework club during the year. Students identified as needing a device have been lent a laptop and this has led to some improvement in their homework ATL.</p> <p>However, there has been an increase in the number of detentions received by PP students for lack of homework compared with the previous year. (There has also been a slight increase in detentions received by non PP students). This dip has also been reflected in the average ATL awarded by teachers for homework. Current Y11 (when in Y10 last year) had the largest PP/non PP gap in homework and the lowest homework ATL of any year group. This has been addressed at the start of this year with a 'zero tolerance' approach for that year group.</p> <p>The library was available and staffed after school to support students, although attendance at this is low at the moment. Further strategies will be developed to support parental engagement and student motivation to complete home learning to a good standard: the homework policy and detention system will be reviewed to improve this.</p> <p>'Show My Homework' is being replaced with edulink, which saves money and will give a better service. We will need to monitor uptake of this amongst our vulnerable families.</p>																

