

King Egbert School Pupil Premium Website Document.



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1. Summary information

School	King Egbert School			PP grant per student Y7-11	£955
Academic Year	2020-21	Total PP budget	190,045	Date of most recent PP Review	Mar 2021
Total number of pupils	1012 (Y7-11)	Number of PP pupils*	199 (%)	Date for next internal review	Sep 2021
* updated March 2021					

2. Current attainment (Y11 outcomes, 4 year trend)

Year	2016-2017 (not all 9-1 grades)		2017-18		2018-19		2019-20 (CAGs)	
	School	PP	School	PP	School	PP	School	PP
Size of cohort	100%	21.80%	100%	21.70%	100%	19.74%	100%	20.41%
Progress 8	0.53	0.13	0.57	0.24	0.70	-0.29	0.78	0.21
Attainment 8	55.24	46.83	53.84	41.95	55.57	41.65	59.56	47.2
% achieving 5 strong passes (5+) incl Eng and Maths	59.5	69.6	54.0	24.4	60.3	28.3	70.4	47.5
% achieving 5 standard passes (4+) incl Eng and Maths	78.4	43.5	74.3	53.7	77.8	45.7	84.7	72.5

Attendance and behaviour. (Y7-11, 3 year trend not including 2019-20 data which was affected by school closure from March 2020)

Year	2016-2017		2017-18		2018-19	
	School	PP	School	PP	School	PP
Attendance	95.3	92.9	95.6	94.1	95.7	94.0
Persistent absence	10.6	19.4	7.6	21.4	10.5	17.3
Exclusions – fixed term	8.0	13.7	8.1	14.4	8.0	22.4

3. Three year strategy (starting September 2019) to improve attainment and progress of Pupil Premium (PP) Students; protective factors

School values ERA	Context of our school; barriers to success	Whole school policy (Wave 1)	PP policy (Wave 2)	Targeted interventions (Wave 3)	Success criteria	Use of Pupil Premium Fund
E Excellence Academic excellence for all	Our data suggests that our pupil premium students have a lower KS2 score on entry and make lower progress than peers at secondary school. Although King Ecgbert PP students have performed above national average for non-PP students within the last 3 years they are less likely to achieve 5 standard or strong GCSE passes including English and Maths than their peers. In our context, risk factors causing barriers to academic excellence can include <ul style="list-style-type: none"> • lower levels of literacy making it difficult to access the curriculum • language barriers (EAL students) • PP students are more likely to have lower attendance • there are obstacles preventing students from staying for support after school • more difficulties completing homework to a good standard (access to technology, confidence of parental involvement) 	Value of Excellence shared in each assembly SLT regularly remind/monitor use of routines New QA system to monitor embedding	Principle of high expectations for all shared with staff; seeing the potential of PP students of all abilities and all years and opportunities to maximise their progress Department Improvement Plans focused on character: teachers to make explicit how to have a good attitude to learning	Teacher interventions with students showing a poor attitude to learning, e.g. building confidence, positive subject report/reward system, boxing coach after school Academic mentoring Y7-11	Parent voice Student and staff voice Review of QA data	Senior staff capacity to lead and monitor
		Y11 outcomes Monitoring of Y11 predictions after data collection including mock exams. Mocks timetabled to support success Information to parents and students to support revision and well being	All staff aware of their PP students and their progress Subject leaders monitor PP attainment and report to Senior Team. Provision of revision materials (subject revision guides and flash cards, guides to revision)	SLT mentoring of students predicted –ve P8 Maths and English departments target students to ensure passes at 4+ and 5+ (in lesson support, paper club, extra lessons) Students targeted for attendance at Y11 homework support Off-site revision day for targeted students	P8 of 0.3+ PP students achieve 5 standard passes at/above national average (64%)	Senior staff capacity to provide mentoring Purchasing revision materials Residential
		Quality First Teaching (supported by value placed on recruitment, targeted CPD, QA policy to monitor quality) <ul style="list-style-type: none"> • Curriculum design and implementation ensures planning and teaching embed key concepts and use understanding of working memory and knowledge retention to ensure good progress • Curriculum is inclusive and reflects diversity of the school, community and world 	Strategies for academic success for PP students shared with all staff Progress of disadvantaged students a focus of each lesson observation reflection and discussion. Parent workshops to show how to use knowledge organisers	Advice given where in-school gaps occur, e.g. sharing of good practice. Follow up from observations.	QA data; good practice from lesson observations and department planning	Senior staff capacity to lead QA

		<p>Literacy and language policy. CPD used to focus on teaching academic language, expanding vocabulary and development of reading strategies. Accelerated Reader (AR - reading programme for Y7-8). Form time used to improve literacy and oracy</p> <p>Main school T and L focus on literacy and improving reading from 2020</p> <ul style="list-style-type: none"> • Focus on improving reading scores and increasing reading for pleasure/building a reading culture • Senior Teacher appointed • DEAL introduced in form time • PRISE (active reading strategy) to be used in all subjects • Y8 Guided reading 	<p>Literacy/language approach is designed to be of most benefit to PP students who have less access to academic language outside school.</p> <p>AR/GR - Review to be completed to determine the best blend for improving reading ages for PP students and those with low reading ages/aim to increase reading for pleasure</p>	<ul style="list-style-type: none"> - Catch up literacy and numeracy intervention in form time for students with lowest (or no) KS2 results. Paired readings for those with below average reading ages. - eading interventions in place (small group class reader or humanities reading intervention) 	<ul style="list-style-type: none"> - Reading ages improve from starting point; PP students' progress is accelerated. - Evidence from QA of teaching - Accelerated Reader tests used for Y7-8; external assessments for Y10-11 	<ul style="list-style-type: none"> - Librarian - Accelerated Reader programme - Senior Teacher appointed to lead on Reading - Part-time Humanities/literacy teacher appointed for reading interventions - GL assessments - Books - 2 day EAL consultancy
		<p>Homework policy to be revisited November 2019 to improve quality and quantity completed by all years</p>	<p>Staff ensure home learning is supported by using edulink to give clear instructions and links to online help</p>	<ul style="list-style-type: none"> - Pastoral team works with PP families to help them to access edulink; video demonstration in Urdu. - After school transport/food provided for after school clubs (or venue nearer students' homes) 	<p>No gap between average ATL for homework of PP/non PP</p>	<p>Year Managers</p> <p>Family Voice</p>
		<p>Attendance</p> <p>Importance of good attendance regularly shared with students in assemblies, form time and in lessons Edulink makes it easy for students and parents to track attendance</p>	<p>Attendance of PP students monitored; policy remains rigorous (first day phone calls; letters for students with low attendance)</p>	<p>Year Managers , external agencies and Attendance Officer work with students and families with lowest attendance in all year groups and all those with persistent absence, health and well being issues</p>	<p>Attendance of PP students to be at/above 95%</p>	<p>Attendance officer</p> <p>Safeguarding and inclusion officer</p> <p>Breakfast provided for FSM students each day</p>

R Respect Showing respect at all times	Our data suggests that our pupil premium students are more likely to be sanctioned for showing a lack of respect and self-regulation in class and social times. In our context, a barrier may be that parents are less aware of their children's behaviour because of language barriers or access to technology to receive edulink updates. Students and families may also face unconscious bias from staff.	Behaviour CBM system is clear and consistent so all students understand the expectations and the reasons for them	- Clear policies to 'poverty proof' all initiatives and ensure communication (e.g. about trips) is explicit about school support - Maintain training for new staff/trainee teachers to understand our PP students, the risk and protective factors - Inclusive awards ceremonies - Parent and student voice to understand barriers to good behaviour	Residential motivational trip for Y10s who struggle to follow CBM Meetings arranged with families and students where there are concerns Pastoral team works with PP families to help them to access edulink; video demonstration in Urdu.	Parent and student voice shows support for the school ethos CBM data shows PP sanctions are proportionate Increased attendance of PP families at parents evenings	Senior staff and pastoral staff Use of funds to remove financial barriers which could contribute to lack of engagement with school (uniform, equipment, transport)
		Anti-Racist School September 2020 we embarked on the important and urgent journey of becoming an Anti-Racist School. This involves examining our school leadership and governance, staff recruitment and retention, curriculum and pedagogy, hidden curriculum, school environment (behaviour) and engagement with families. Changes are starting to be implemented to all these areas of school following listening exercises, CPD and research.	- Parent voice - Anti-racist staff voice is conducting individual conversations with families of students of colours to better understand their experience of school and make necessary changes	Bronze award in Leeds Beckett Carnegie Award Strategies in place for 3 year plan Parent, staff and student voice	Senior Teacher appointed to lead on Anti-Racist School Award Costs of Carnegie scheme	
A Aspirations All students have aspirations and personal goals beyond school	We know that our Pupil Premium students, and their families, have aspirations as high as their peers. However, some students may be the first in their family going to university, their parents may be less familiar with careers and institutions of different professions. Also they may face cultural or financial barriers which make it difficult for their children to	All students write a pledge which sets out an ambitious hope for the future and steps for achieving it; form tutors support and guide Personal development strategy being developed to incorporate form time, house system and extra-curricular opportunities	A focus on PP students by form tutors to ensure they are aiming high and understand steps to achieving it and the support available Extended interviews in Y9 when making options choices and Y11 when making KS5 choices. HA Y9s encouraged to take EBACC route. Extra-curricular trips funded including transport to and from the trip and clothing as needed. Pastoral staff and	Targeted careers advice for underachieving students SLT and year manager mentors discuss aspirations and goals (focus on pledge) 1:1. Mentors find tailored extra-curricular opportunities. Competitions held to encourage cohorts of students to try extra-	Participation of our students to remain above national average (PP 44% and non PP 66%) in extra-curricular activities. Student voice PP students have	SLT lead on Personal Development Careers Officer Extra-curricular trips funded as needed Senior Head of House and House leads oversee waves 1 and 2 of

	participate in extra-curricular activities which help students gain confidence and broaden horizons.		those leading the trip encourage PP student participation and work with families to overcome barriers. Aspirational events for PP students (university experiences, STEM opportunities, out of school activities for the more able) PP students encouraged to apply for positions of responsibility (school council, prefects)	curricular activities, e.g. to win ticket to Old Trafford	proportionate participation in positions of responsibility, e.g. school council and prefects, as well as in performances, after school clubs and trips.	personal development Costs of curricular and extra-curricular trips; equipment; membership of clubs; outside speakers; careers and university visits
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Research evidence to support strategies

EEF (Education Endowment Foundation. A research organisation specialising in an evidence-based approach to improving outcomes for disadvantaged students)

- Pupil Premium Guidance 2019
- The Pupil Premium – focusing on what matters, 2019
- Improving Literacy in Secondary Schools 2019

Marc Rowland

- A Practical Guide to the Pupil Premium

DFE (Department for Education)

- Supporting the attainment of disadvantaged pupils – briefing for school leaders, 2015
- DFE Pupil Premium Frequently Asked Questions 2019

Children’s Commission

- Leaving Poverty at the School Gates, 2014 –updated annually

4. Adaptations and updates for covid/lockdown

School values ERA	Context of our school; barriers to success	Whole school policy (Wave 1)	PP policy (for all disadvantaged including students without technology at home) (Wave 2)	Targeted interventions (Wave 3)	Success criteria	Use of Covid Catch up Fund
E Excellence Academic excellence for all	Home learning in lockdown presented extra challenges for students who may have already been behind peers in learning and who did not have good home learning strategies or technology in place	During lockdowns 1 and 2 Regular monitoring and evaluation of quality of home learning and strategies for improving engagement, e.g. more varied, more interactive, more live lessons, adjustments to instructions, more effective communication with home when work was missing and more praise for work done Staff training on use of technology and adaptations	Provision of technology (devices, wifi connection, data allowance) to all families in need (150+ identified by family request or upon investigation if students did not engage with lockdown learning) Home learning tasks adapted to promote engagement with students who may be less confident, literate or resilient. Adaptations made for those sharing devices or without space to take part in live lessons, e.g. recorded lessons In lockdown 2 we invited in a much larger number of vulnerable students (c.90) to attend school (based on lockdown 1 experience) to support their progress and well being	On line tutoring set up for identified disadvantaged students through 'Project Access' and 'Action Tutoring'. Activity packs delivered to students struggling with the nature of online learning. Students given 1:1 guidance over phone or in person with Student Support Services (e.g. on how to use Teams or edulink)	All technology requests made; increased engagement with online learning	Student Support Service staff appointed (1 person FTE) to help administer wave 3
		On return to school Emphasis on building student confidence; over learning, low stakes assessment to establish and address gaps High quality work provided for students who need to isolate; Student support services provide daily checks on students isolating Mock exams/assessments are only based on taught content so no child is disadvantaged because of missed learning in covid/lockdown	Departments given a proportion of catch up funding to spend on supporting disadvantaged students in their subject area. Support has been given through period 6 teaching, purchase of revision materials, online courses, photocopying extra booklets, subject specialist tuition Policy of support with devices and wifi continued House team to set up mentoring of younger students by prefects in lunchtime homework clubs (when bubble arrangements change)	Individual or small group tutoring set up (partly funded through NTP) for 40 Y11s who needed support to achieve standard/strong passes in English or Maths. Easter revision day for 20 identified Y11 students From May 2021 40 Y10s will begin their Action Tutoring E/M support Student support services will undertake supervised study with 30 identified Y10s who struggle to organise their own learning Individual or small group literacy/numeracy catch up set up with tutoring agencies through NTP for the summer term (KS3 SEN students/weak readers/ Y10 school refusers)	Reduced gaps in learning and student confidence	Student support services Department catch up strategies School funding of external tuition (25%)

R Respect Showing respect at all times	The well-being of students during lockdown has been a major concern. Many of our vulnerable students have had a difficult time at home and will be more affected by a loss of routine.	During lockdown Regular contact from school, from subject staff, pastoral staff and form tutors. Clear communication to parents. Increased contact from form tutors in lockdown 2 as strategies were put in place more quickly second time. The Y11 Prom and KS3 Celebration evening were done 'virtually'	Disadvantaged students prioritised for well being conversations with pastoral staff Messages translated where relevant Families reminded of financial support available and offered help from school to apply for extra funding/FSM Prompt information given and support available to families receiving vouchers to replace FSM in holidays	Most vulnerable students supported where possible to attend school each day alongside key worker children where support could be given for learning and emotional well being; free breakfast provided for all	Increased communication	Senior staff and pastoral staff Uniform stocks built up in school to support families in need on return to school
	On return to school Students supported to return to routines. After lockdown 1 students were helped to adapt to new bubble arrangements and to wear masks in corridors. Separate year groups and staggered social times have led to improved behaviour and a reduction in behaviour points After lockdown 2 students returned to the same arrangements but were also asked to wear masks in lessons.	Pastoral staff greet students each morning and monitor each change over of lessons and social times to promote good behaviour and maintain safety Families reminded of financial support available and offered help from school to apply for extra funding/FSM Prompt information given and support available to families receiving vouchers to replace FSM in holidays	1:1 pastoral support as needed for students feeling anxious back in school and for students not meeting behaviour expectations	Student behaviour data shows positive returns to school	Additional pastoral support	
During lockdown 1 the Black Lives Matter movement gained prominence and in lockdown 2 there has been an increased awareness of violence against women. We aim to help all our students understand our role in these important issues through form time, curriculum planning and L@kes (led by SLT including Senior Teachers)						
A Aspirations All students have aspirations and personal goals beyond school	Many of our aspirations strategies are 'on hold' while trips are not allowed and we do not hold whole school assemblies.	The strategies outlined in section 3 will be resumed and given greater priority once the situation changes	Targeted careers advice and UCAS application support from PF has continued through lockdown			

5. Review of expenditure for academic year 2019-20

Success criteria	Details	Impact	Evaluation
Use of funds			
Excellence Y11 outcomes P8 +0.2 5 standard passes at/above national average 64% Senior Leadership Curriculum leaders	The 2020 summer exams were decided by CAGs. Although these were not externally validated like public examinations, we are confident that robust systems were put in place to ensure that our results were fairly awarded. Schools closed in March which meant that many of the pre-exam preparation normally done with disadvantaged Y11 students before GCSEs (extra intervention during or after school; mentoring; how to revise sessions) did not take place.	Target met. P8 was +0.21 up from -0.29 the year before 72.5% achieved 5 standard passes including English and Maths, up from 45.7% the year before.	The disruption to the year means it is not valid to draw definite conclusions from this data. In 2019 we felt that our PP cohort was particularly challenging and while the P8 result that year was very disappointing (-0.29) we did not change our strategy other than to plan to identify and work with disengaged and under achieving students lower down in the school. We believe the CAG result of 2020 (+0.21) confirms that our general strategies are correct as we continue to aim for even better outcomes this year.

In 2019-20 we also had the following aims:

Excellence: To trial a mentoring project with underachieving Y10 Pupil Premium boys (started January 2020)

Excellence: To develop academic language teaching with a focus on disciplinary literacy (planned for summer term 2020)

Excellence: To devise a new homework policy which successfully supported students to improve their home learning (begun before lockdown)

Excellence: To improve attendance of all students, but especially PP students (daily intervention)

Respect: to reduce the number of sanctions including exclusions of all students, but especially PP students (daily intervention)

Aspirations: To ensure greater participation of PP students in extra-curricular activities (started September 2019)

Aspirations: To introduce and review the KES pledge to ensure early career planning (started September 2019)

We cannot effectively monitor the impact of any of these because of the national lockdown which started in March 2020: many of the strategies could only be carried out with students physically in school, also our priorities had to change to meet the needs of providing a school for key worker and vulnerable children and providing virtual lessons for the majority of school as well as putting in place new health and safety measures, new timetables, isolating and testing procedures.



6. Y7 Catch Up Premium at King Egbert School, 2019-20

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 pupils who did not achieve the expected standard in reading or maths. Initially, students identified for catch up were those who did not make L3 in their KS2 tests. Since levels were replaced as a progress measure, funding has matched the previous year, rather than being allocated to specific students, but adjusted to reflect numbers of the whole year group. We have selected a similar number of students to benefit from the catch up premium (10-16 students) who were the weakest students on entry, all with a combined average score of 90 or less in their KS2 tests. (99 or lower = below expected standard.)

In September 2020 our new Y7 cohort have not had externally validated SATS scores but we have used information from primary schools and our own assessments to identify those most in need of extra support.

1a Summary information for previous year, 2019-20					
School	King Egbert School			2019—20 Cohort (October 2019 census)	208
Academic Year	2019/20	Total Catch-Up Premium budget	£7,623	Allocation per student	£500

2. Impact of catch-up 2019-20.

Strategy

Identified students experienced several barriers to learning. All were disadvantaged. Some were also EAL. Some were also SEND including students in the IR. Some students were PP, EAL and SEND therefore their needs are complex and will need ongoing support.

6 week guided reading scheme (EEF trialled strategies) with AC (literacy HLTA) and IR staff to take place in form time in small groups of 3-4

6 week numeracy schemes (including times tables rockstars, 'catch-up numeracy' –see EEF - and Numicon) with SK (Maths CIA) and IR staff to take place in form time in small groups of 3-4.

Impact

Identified students attended a form time intervention with either a literacy or numeracy specialist. The aim was to rotate students who needed intervention in both skills. Students who attended all sessions made good progress, but it was found to be a difficult time to get a meaningful intervention time as some students arrived late or forgot to go. Also interventions were cut short by lockdown therefore impact of intervention cannot be properly evaluated.

3. Support for Y7 catch up students 2020-21.

Change in funding

In June 2020 the DFE announced that the Y7 catch up premium would be cut following the national funding formula.

From September 2020 we began targeting students who struggle to access reading in all lessons with reading intervention classes (see wave 3 strategy in main PP document) and after lockdown we are accessing NTP small group tutoring as part of our covid catch up plans.

2020-21 strategy using PP and covid catch up funding

We have changed our approach to use two different targeted reading interventions 2020-21.

1. A literacy/humanities specialist withdraws a small group for a half term period from their history or geography lesson. During that hour, the students read a text based around the content being covered in the subject lesson so the student has a concentrated period of reading intervention (focusing on vocabulary, reading strategies and fluency) and is still able to join in the next humanities lesson with confidence

2. Students are withdrawn from 2 lessons a week to read a suitable novel together so students gain practice at reading and work with a literacy specialist to improve decoding skills and widen vocabulary.

Both interventions provide opportunities for conversations which develop cultural capital in a safe space.

Last updated 28.3.21

Format used is adapted from that recommended by the Teaching School Council www.tscouncil.org.uk

and follows DFE guidance on reporting. <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>