



## Pupil premium strategy statement: King Ecgbert School, 2016-17

1. Summary information					
<b>School</b>	King Ecgbert School			<b>Pupil premium grant per student</b>	£935
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£174,845	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	981	<b>Number of pupils eligible for PP*</b>	187	<b>Date for next internal review of this strategy</b>	Jan 2017

\* January 2016 census figures

2. Current attainment.						
This year, King Ecgbert School has successfully closed the gap even though attainment gaps for this year group were wider on entry than for previous cohorts. On entry, average core KS2 level per non-PP student was 4a; average core KS2 level per PP student was 4c, therefore there was a significant gap on entry. Appendix 1, Table 1, shows that the school has added significantly more value for PP students this year than in previous years.						
Y11 Cohort 2015-16.	<i>National figures for 2014-15 for comparison</i>			<i>Pupils eligible for PP (KES)</i>	<i>Pupils NOT eligible for PP (KES)</i>	<i>GAP</i>
	All	PPi	Non-PPi			
<b>% achieving 5A* - C incl. EM (2015/16 only)</b>	56%	33%	63%	52.9%	83.4%	-30.5%
<b>% achieving expected progress in English (2015/16 only)</b>	69%	58%	74%	88.2%	94%	-5.8%
<b>% achieving expected progress in Maths (2015/16 only)</b>	66%	49%	72%	73.5%	89.3%	-15.8%
<b>Progress 8 score average</b>	N/A			0.28	0.54	-0.27
<b>Attainment 8 score average</b>	N/A			4.75	6.13	-1.38
<b>Value added measure (capped 8 + EM VA score)</b>	1000	976.7	1008.4	1024.906	1036.881	-11.975
<b>Attendance</b>	94.8%	92.5%	95.7%	93%	96%	-3%

<b>3. Barriers to future attainment</b>	
The students facing the greatest barriers to learning in our school are the PPI cohorts. Within that, the most challenged groups are students who are also EAL and those who are also white boys.	
<b>A.</b>	Lower <b>attendance</b> than peers
<b>B.</b>	Lower levels of <b>literacy</b> than peers, particularly in reading and writing formal academic language
<b>C.</b>	Impact of <b>tier 2/3 referrals</b> and social care intervention
<b>D.</b>	Lower levels of <b>engagement</b> with school leading to higher numbers of sanctions and less participation in extra-curricular activities
<b>E.</b>	<b>Lower attainment</b> on entry; success in closing those gaps has in-school variation
<b>F.</b>	Less support from home to complete <b>homework</b> at a frequency or standard which can develop and embed learning

<b>4. Outcomes</b>			
	<i>Barriers to future attainment</i>	<i>Success criteria/how it will be measured</i>	<i>Actions</i>
<b>A.</b>	Lower <b>attendance</b> than peers	Improved attendance of PPI students to at least match national average	Monitoring of attendance and interventions as needed (LBW, SLT links, YM, JA)  New role to be created to do home visits for absent students
<b>B.</b>	Lower levels of <b>literacy</b> than peers, particularly in reading and writing formal academic language	Interventions to close gaps in reading ages of EAL and PP students in KS3.	Accelerated Reader in Y7 and Y8 (Librarian, literacy HLTA)  Literacy intervention (HLTA)
		Attainment gaps across literacy based subjects reduced.	Strategic lead for literacy of key groups (EAL/PP/disadvantaged white boys) to be created; delivery of whole school training in successful strategies; follow-up to monitor impact including learning walks and work scrutiny  EAL whole school strategy to develop staff confidence and ability to increase use of academic language amongst EAL students and those with low-literacy (JSM, JC)  Collaborative work with Silverdale School (EAL in the mainstream classroom) (JAR, CBW)  CPD for staff through optional CPD menu (CBW)  Intervention with small groups/individuals (JC)
		Work scrutiny from ML and SLT led QA will show embedding of whole school policies	Whole school marking for literacy policy and related training (FS)

<b>C.</b>	Impact of <b>tier 2/3 referrals</b> and social care intervention	Success criteria is personalised to each student, e.g. improved attendance, better engagement with school, successful intervention from other agencies - each contributing to better progress	Continued intervention from YM and safeguarding teams to support students in need so they can attend and achieve at school  Work of safeguarding team ongoing (JSM, IB)  Pastoral support for students in school from YM  YM liaison with outside agencies
<b>D.</b>	Lower levels of <b>engagement</b> 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	Strategic lead for engagement in learning of key groups (EAL/PP disadvantaged white boys) to be created; delivery of whole school training in successful strategies; follow-up to monitor impact including student voice and analysis of behaviour data  Monitoring of Consistent Behaviour Model to ensure a positive learning environment throughout the school (PAB)  Support for individuals from YM  Student voice (CBW)  Engagement with parents (YM, Family Services)  SLT/YM/Family services increase parental contact, e.g. support to attend parents' evenings
		Higher participation rates, reduced sanctions and increased attainment for students identified for Heads of House mentoring	Mentoring from Heads of House for PP individuals to participate more in extra-curricular activities  Funds to pay for funding of extra-curricular activities, e.g. transport, equipment
		Raised aspirations of underperforming cohorts shown by post-16 choices	Careers education provided throughout KS3 and KS4 with targeted intervention where needed (PF)
<b>E.</b>	<b>Lower attainment</b> on entry; success in closing those gaps has in-school variation	Raised attainment for all: 2017 P8 outcomes to remain higher than the national average and to improve on previous year	Quality first teaching, supported through QA to ensure high standards and to intervene in rare cases of staff underperformance (CBW)  Relevant CPD (JAR)  Training for successful mixed ability teaching, teaching to the highest ability students and scaffolding learning for weaker students (JAR, NJ, CBW)  Purchasing revision guides for PP students

		Reduced in-school variation in 2017 outcomes	<p>Good practice from high performing departments shared (CBW)</p> <p>Interventions planned to support students who are below target (SLT, MLs)  CPD on PPI strategies based on EEF research (e.g. use of feedback, metacognition, collaborative strategies, reading strategies) (CBW)</p>
		Effective interventions evident in data tracking across the year	<p>Exam meeting with CLs and HT; individual and departmental evaluations (LBW/PH)</p> <p>Analysis of data after results and each GC (MBA/PK)</p> <p>SLT line management; targets set after each GC point</p> <p>HLTAs in core subjects do targeted intervention with students who are behind their peers (small group work, in-class support)</p>
		Greater uptake of EBACC subjects amongst PP cohort (current Y9, spring ter2017)	<p>Research and student voice to better understand barriers faced by PP/EAL/BME students in EBACC subjects and to put in place strategies to overcome them.</p> <p>Extra advice and mentoring from SLT, YM and careers for identified students at options time.</p>
<b>F.</b>	Less support from home to complete <b>homework</b> at a frequency or standard which can develop and embed learning	Improved ATL of homework rate and less detentions for missing homework across PPI cohort; attendance at homework club	<p>Students identified by teachers or detention data to be targeted by YM to attend lunch time homework club</p> <p>Repeated subscription to 'Show My Homework'</p> <p>YM to monitor/support use of SMH for identified students</p>

<b>5. Allocation of PP funding for 2016-2017</b>		
<b>Description</b>	<b>Cost</b>	<b>Rationale (linked to objectives above)</b>
Year Managers (1/3 of the cost of employing YM Y7-11; proportion to reflect allocation of time to PP students)	55,796	Crucial role in supporting attendance (A), pastoral interventions (C), engagement and family liaison (D), identifying underachievement and intervention (E) and identifying and supporting students not completing homework (F)
Role of Safeguarding and Inclusion Manager (1/2 of the cost of this role; proportion to reflect allocation of time to PP and LAC)	17,610	Highly effective role supporting students affected by Tier 2/3 referrals and social care intervention (C); work also has positive impact on attendance of vulnerable students (A)
Proportion of SLT salary	10,000	SLT take a leading role in ensuring gaps are closed through QA of teaching and learning, line management of subjects and therefore monitoring attainment and interventions (E)
Strategic leads for literacy and engagement (cost of promoted posts and replacement)	6,026	Staff with proven track records of closing gaps to take a lead (B, D)
Accelerated Reader	3,378	Proven record in raising reading ages (B)
Show My Homework	2,500	Online package makes it easier for students to complete homework, for communication with parents about homework, for monitoring within school (F)
Heads of House (1/3 of the cost of the 5 TLRs for this role, proportionate to time to be spent on PP mentoring)	5,417	To fund pilot project to test whether mentoring can help engage underperforming vulnerable students through engagement with extra-curricular activities (D)
Community liaison (Family Services)	9,750	Funds available to employ time of Family Services to provide parent/community liaison to support engagement (D) and attendance (A)
Additionality costs	2,000	Funds available to provide revision guides, transport, participation in extra-curricular activities (D, E)
Careers Manager (proportion of his salary/TARA proportionate to time to be spent on advising and monitoring PP students)	5,000	Extra hours completed during results week to support students; monitoring of NEET risk list (D, E)
HLTA for literacy	23,364	To deliver Accelerated Reader and targeted intervention for students with low levels of literacy (B)
Attendance office (1/3 of the cost of this role proportionate to time monitoring PP attendance)	7,754	Important role in identifying patterns of absence to inform SLT and YM and liaison with home-visitor (A)
Home Visitor (part-time)	9,054	New role to improve attendance of most vulnerable/persistent absentees through home visits (A)
Supervision of homework club at lunch times	2,250	Supervised study for targeted students currently not completing homework to a standard which supports learning (F)
HLTA in Maths	27,417	Targeted intervention for underachieving students in core subject (E)
Level 2 LSA (2 members of staff who job-share) in English	17,526	Targeted intervention for underachieving students in core subject (E)
HLTA in Science (part-time)	15,063	Targeted intervention for underachieving students in core subject (E)
<b>Total</b>	<b>219,905</b>	

Summary. 2016-17 PP allocation is £174,845. Additional funding for LAC £5,700. Total allocated = £180,545  
Planned spend = £219,905

## 6. Review of expenditure

Previous Academic Year (2015-16)

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Evaluation and next steps	Cost
Quality first teaching	Recruitment of good quality staff CPD to enhance expertise Rigorous QA of teaching and learning  Show My Homework.	Highly effective teaching seen on SLT learning walks and external visits. Positive outcomes show this to be typical: outcomes for PP in 5A*-C EM are above national average (52.9% for KES PP students cf 33% nat.ave.)  Feedback and marking policy successfully introduced; work scrutiny shows policy is embedded well with development points for individual departments/teachers identified and included in this year's planning	The CPD provision will continue to balance training on whole school policies with opportunities for staff to choose the CPD most appropriate for them. The QA policy has been rewritten to ensure greater clarity for teachers and line managers; rapid intervention is now possible but anticipated to be needed in very few cases. MLs have been leading more of the QA	10000 (a proportion of an SLT salary)          2500

### ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Evaluation and next steps	Cost
Interventions to support underachieving students in core subjects	LSA English HLTA Maths LSA Science Additional in-class support in Science Intervention Teacher (Y10-11)	LSAs/HLTAs were deployed by Curriculum Leaders to intervene with groups and individuals according to need assessed by data. Their intervention with Y11 has been particularly effective and has contributed to the improvement in progress in the core subjects. E.g. Ave point score in Eng Lang for PP students rose from 38.15 (Oct 2015) to 42.77 in the exam (= +4.62) cf. non-PP students rose from 45.07 to 47.46 (= +2.39) in the same period.  <b>PP</b> students making 3LOP in both English and Maths is significantly higher than the national average for <b>all students</b> (see front page of this report)  The Maths department closed the gaps between PP and non-PP students. In 2015 there was a gap of 13.26 in the average point score between PP and non-PP students. This reduced to 9.99 in 2016; this is an even greater achievement since the gaps for this cohort were wider on entry than those in the previous year group.	These strategies contributed to successful student outcomes and decreased gaps and will be continued.  The English department had the best progress data and excellent outcomes for PP students and they will share their strategies with other departments.	19040 22401 15542 3166  17808

Intervention for students with weak literacy and numeracy on entry to catch up with peers	HLTA for literacy  Accelerated Reader	Students with literacy support have made, on average, greater progress than their peers.  Accelerated Reader progress has contributed to students' reading ages improving across the year, and developing a love of reading.	Literacy support will have even greater impact next year with the creation of a new strategic lead and a re-structure of literacy provision bringing literacy intervention wholly within the English department which had exceptional success with PP students last year. lessons.  AR provision will be adapted further this year to give greater support for PP students with little prior positive experience of reading: the HLTA will be deployed with the librarian to facilitate small reading groups to address this.	23042  7820
Pastoral support for students	Year Manager	Monitoring of vulnerable groups within each year group led to targeted interventions (through SEND, outside agencies, SLT links to subjects etc). For example, value added score for PP Y11 students last year was 1009.6 in Autumn 2016 (predicted) 1016.6 in Spring 2016 (predicted) and 1024.9 Summer 2016 (results) as a result of pastoral and academic interventions.  Y11 attendance last year was 0.6% higher than the national average of all secondary school students in a year when religious observance affected attendance (Eid fell on two school days). Even so, attendance of our Y11 PP students was 0.5% higher than the national average of all secondary school PP students.	We will continue with this approach as it has been successful. There are no changes.	30353
Engagement with families who are hard to reach e.g. because of cultural, social or language barriers	Family Support Workers	Support was given for vulnerable students to ease transition and improve and facilitate parental engagement at school, e.g. with homework clubs in the community, self-esteem groups, translation services. Engagement of students and parents of targeted groups increased, leading to better attendance, engagement and hence achievement of those individuals.	We will continue with this approach as it has been successful, but working in a different way as Family Support Workers are now an independent company. The employment of an extra person (part-time) to make home visits for absent students will further increase our community liaison.	31903

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Evaluation and next steps</b>	<b>Cost</b>
Provide smaller group sizes in literacy subjects to facilitate better teacher: student ratios where need is greatest	Additional teacher allowed an extra set in each of Y7-9 in English, History, Geography, Languages	The smaller sets for weaker students allowed students to develop more confidence and to focus more on the most relevant literacy skills. However, PP students did not progress to higher sets without further intervention and EAL students were often in lower sets where they missed out on hearing English spoken well by peers.	This year, students have been regrouped into mixed ability sets so all students benefit from positive role models for learning behaviours, aspiration and literacy. Teachers will receive ongoing training to ensure they consistently teach to the highest ability in the group and scaffold concepts for weaker students within that learning.	39170
Funding to support participation for PP students	Additional funding in DT for KS3 students to access the curriculum  Access to enrichment activities  Ipads for LACs	School support for study materials, e.g. revision guides.  Payment for travel, equipment, entrance fees etc	This has been essential for ensuring students take part in activities which they otherwise would not be able to, e.g. students funded to take part in an educational residential trip to the First World War battlefield sites, music lessons for PP students doing GCSE music. An extra £3000 was paid to fund participation of PP students in Enrichment days. To ensure that PP students put themselves forward for extra-curricular opportunities, and that funding is targeted towards them, Heads of House will start mentoring students and helping them to engage in extra-curricular activities.	675  420  3000

Summary. 2015-16 PP allocation was £206,778. Additional funding for LAC totalled £7,600. Total allocated = £214,378  
Total spent = £226,840