

Pupil premium strategy statement King Ecgbert School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1390 (1038 Y7-11)
Proportion (%) of pupil premium eligible pupils	19.5% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Paul Haigh, Headteacher
Pupil premium lead	Charlotte Bowyer, Assistant Headteacher
Governor / Trustee lead	Andy Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,300
Recovery premium funding allocation this academic year	£74,098
Pupil premium (and recovery premium*) funding carried forward from previous years	£ No carry-forward
Total budget for this academic year	£295,398

Part A: Pupil premium strategy plan

Statement of intent

At King Ecgbert School we aim to ensure that our disadvantaged students are as successful as their peers in all areas of school life and beyond school.

As a school we have three core values: Excellence, Respect, Aspiration

- **Excellence** is the aim of academic excellence for all.
- **Respect** is the aim of developing a positive climate ensuring the dignity of all members of the community are respected
- **Aspiration** encompasses ambitions outside and after school and is addressed through our Personal Development programme which includes extra-curricular activities

We believe these three values are essential to all students' success in school and beyond. The school's pupil premium strategy focuses on ensuring that we are addressing challenges faced by our disadvantaged students to develop fully in each.

To do this, our strategy has three waves. Wave 1: whole school policies which are designed to put the needs of the disadvantaged first, e.g. teaching and learning practices which improve literacy for all.

Wave 2: a shared understanding of challenges facing disadvantaged students and use of school resources to meet those challenges, e.g. attendance policy which focuses on monitoring and support to raise the attendance of PP students first

Wave 3: targeted interventions for students where wave 1 or wave 2 strategies are not having sufficient impact, e.g. NTP tutoring for 20 Y7 disadvantaged students behind their peers in English or Maths

In the first year of the strategy (2021-2) we were adapting our PP strategy from one focused on supporting disadvantaged students during partial school closures to ensuring a smooth return to school and catch up where needed. We focused on improving literacy and home learning, embedding the qualities of respect in an Anti-Racist School and overcoming financial barriers.

In 2022-3 we are looking to continue our work with embedding respect and overcoming financial barriers and to make further progress with literacy and home learning. Funds for tutoring and recovery premium funding will be focused on these strategies.

Challenges

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

Challenge number	Detail of challenge
1	<p>Excellence: Literacy</p> <p>Evidence from Reading Age tests (external and internal) show a gap on entry which widens during Y7-11. The gap is in size of vocabulary and ability to comprehend text and draw inference from text. This is a significant disadvantage in assessments and external exams: GCSEs requiring a reading age of 15+ to fully comprehend the question papers.</p> <p>In addition, 46.5% of pupil premium are also EAL students and they often have a smaller vocabulary in English. This can impact on access to all learning, and therefore can adversely affect engagement in lessons for our disadvantaged students and is likely to be a significant cause of the gap in Y11 outcomes.</p>
2	<p>Excellence: improved KS4 outcomes</p> <p>Barriers of literacy and home learning often make it harder for PP students to get the same outcomes in exams as their peers. Whilst our gaps are closing, and attainment and progress are above national average, we are committed to ensuring equality of opportunity for PP students. We will continue to strive to ensure that students receive targeted support throughout KS4 to give them the support and confidence to shine in exams.</p>
3	<p>Excellence: Home learning and revision</p> <p>Our analysis of homework completion, and pastoral conversations with all families during school closure, show that disadvantaged students find home learning more of a challenge than their peers. This means it is harder for students to revise at home as well. Some of our disadvantaged students do not have their own device and/or reliable wifi at home.</p> <p>In some cases, parents are less confident in supporting home learning or revision. This can be because of a language barrier, because of other family commitments, or less knowledge of the education system.</p>
4	<p>Respect: inclusion of racially minoritised groups</p> <p>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. 42% of our students have Black and Asian Minority Ethnic heritage and 36.8% of them are PP. Student, parent and staff voice, and external research, shows that most schools, including ours, up until now have not been as inclusive for racially minoritised groups through its curriculum and hidden curriculum. This can have an adverse effect on expectations in the classroom, application of sanctions and positive engagement with families, contributing in some instances to less engagement with school and lower academic outcomes.</p>
5	<p>Aspiration: Financial barriers.</p> <p>Research (external) strongly suggests that it is harder for disadvantaged students to feel included in all aspects of school because of increased challenge to meet attendance, punctuality and uniform requirements, the costs of school (curricular and non-curricular expenses) and the impact of disadvantage on 'cultural capital'. Currently our disadvantaged students are less likely to participate in activities designed to support Personal Development, including voluntary clubs or trips. The attendance of our PP students is above national average (before, during and since covid disruption so far) but there is still a gap in attendance of PP and non PP students and inclusion will be an important element responsible for that gap. Linked with</p>

	<p>financial barriers are the socio-economic factors affecting student choices at key transition points in education.</p> <p>Our discussions and observations also show us that our families who live further from school also face logistical challenges to travel to school or attend school events or parents' meetings. In addition, our catchment is very varied making it harder to maintain an inclusive environment: students and families may find it harder to discuss financial barriers.</p>
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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
Excellence. Students can access all lessons through greater literacy skills, up to and including reading GCSE exams, through wider vocabulary and more strategies to decode and comprehend complex text in different disciplines	<p>Improved reading ages, focusing on those currently with a reading age below chronological expectation</p> <p>Teaching and Learning QA demonstrates PRISE is embedded within normal classroom practice</p> <p>DEAL is an embedded part of form time Y7-11</p> <p>Individual or small group interventions have helped accelerated progress in reading and literacy</p>
Excellence. Attainment and progress of KS4 PP students is equal to that of non PP students.	<p>Summer 2023 results</p> <p>Attendance at revision support, holiday sessions and tutoring programmes</p> <p>Impact of tutoring seen in results</p>
Excellence. All students are successfully using home learning to support, consolidate and extend classroom learning including effective revision for assessments and exams	<p>All requests for digital support have been met</p> <p>Targeted students attend homework club</p> <p>Teaching and Learning QA demonstrates homeworks set are well chosen to ensure home learning is relevant, accessible and carefully targeted to build revision skills and consolidate school work</p> <p>Reduced number of 'missed or incomplete homeworks' recorded, especially amongst disadvantaged</p> <p>Increased use (by students and parents) of edulink, our online platform for home learning and school communication system</p>
Respect. Students are supported to treat members of the school community with respect. School is more inclusive for students from a socio-economically deprived and/or racially minoritised group	<p>Behaviour data shows smaller or no difference in levels of sanctioning</p> <p>Parent and student voice shows that students feel the staff treat them fairly and that breaches of our Dignity and Respect Policy are dealt with well</p>

	School receives the silver Anti-Racist School Award
Aspiration. Socio-economic disadvantage does not stop students from participating in any part of school; more disadvantaged students benefit from extra-curricular activities which increase well-being as well as developing soft skills which contribute to social mobility	<p>Increased participation by disadvantaged students in curriculum trips, extra-curricular trips, clubs and practices</p> <p>Parent voice shows high awareness of support available in school for disadvantaged students to meet the costs of school and confidence that any requests will be met sensitively.</p> <p>Reduced attendance gap/higher attendance by PP students (target of 95%).</p>

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: £ 156,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Excellence: Improve literacy levels:</p> <p>All: Introduce new reading code to help teachers plan appropriate strategies for different reading levels.</p> <p>Wave 1: Embed PRISE (active reading strategy for all subjects)</p> <p>Wave 1: Embed DEAL (reading for pleasure in form time)</p> <p>Wave 1: Accelerated Reader and Guided Reading in Y7 and Y8</p> <p>Wave 3: Introduce more testing (NGRT) for weaker students in older years to identify students needing more support</p> <p>Wave 3: work with the trust to find a bespoke reading strategy for rapid progress of weaker readers</p>	<p>EEF Disciplinary literacy in secondary schools</p> <p>Evidence to support DEAL and Guided Reading approaches</p> <p>Evidence to support promotion of reading for pleasure</p>	1
<p>2. Excellence: improve KS4 outcomes</p> <p>Wave 2/3: use recovery premium funds to pay for additional revision sessions in holidays for targeted Y11 students</p> <p>Wave 2/3: 60 Y11 students assigned a mentor to support revision and approach to exams</p>	<p>EEF Impact of school closure</p>	

<p>3. Excellence: Home learning</p> <p>Wave 1: Introduce new homework policy (clearer reporting and parental involvement,)</p> <p>Wave 2: QA homework set linked to retention and retrieval, not dependent on parental support or resources</p> <p>Wave 3. Staff homework support clubs; pastoral teams involve parents in targeted support with homework and liaise with IT to provide devices or connectivity if needed</p> <p>All: Introduce a fixed term TLR to focus on improving home learning</p>	<p>EEF impact of homework</p> <p>Rosenshine's Principles of Instruction</p>	2
<p>4. Respect</p> <p>Wave 1: staff training on key features of becoming an anti-racist school including tackling unconscious bias and how to diversify the curriculum.</p>	<p>Leeds Beckett Centre for Race, Education and Decoloniality</p>	
<p>4.Aspiration: Financial barriers</p> <p>Wave 2: Ongoing CPD for staff to understand barriers to learning faced by PP students, to share high expectations and strategies to achieve them</p> <ul style="list-style-type: none"> - Key expectation of all staff (QA focus, embedded in 'Teacher Toolkit; expectation of strategies to be identified on annotated seating plans) - Middle leaders ensure CPD is embedded within their area, review impact and adapt strategies as needed; progress is discussed in half-termly line management meetings with SLT <p>CPD given to all new staff and student teachers so they are familiar with our PP strategy</p>	<p>EEF Effective Professional Development Guidance Report</p>	4

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

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2. Excellence: improve KS4 outcomes</p> <p>Wave 3: NTP on Maths and/or English Language for 40 Y11s provided by external tutors and additional students supported by School Led Tutoring</p>	<p>Independent review of tutoring in schools: phase 1 findings</p> <p>Impact of NTP last year; Action Tutoring NTP impact statement</p>	

<p>1. Excellence. Literacy. Wave 3: NTP weekly tutoring for 20 Y7s in English Language/literacy to support students adversely affected by partial school closure (started September 2021) School Led Tutoring allocation this year is £36,297</p>	<p>Impact of NTP last year; Action Tutoring NTP impact statement</p>	1
<p>1. Excellence. Literacy. School Led Tutoring. Wave 3: work with c.70 students in 1:1 or small group tutoring sessions to focus on literacy; matched to AR lessons where possible</p>	<p>EEF Impact of tutoring</p>	1
<p>1. Excellence. Literacy. Reading intervention organised by School led Tutor: Wave 3: Paired reading for 60 students (6th form with identified Y7/8)</p>	<p>Evidence to support promotion of reading for pleasure</p>	1
<p>3. Aspiration. Targeted careers support Wave 2: Prioritised career interviews and follow up support Extended options interviews in Y9 Wave 3: Outward bound course and aspiration projects for Y10/11 led by PF and DP</p>	<p>CEC evidence review: effective careers interventions for disadvantaged young people</p>	4
<p>1. Excellence. Home Learning. Targeted revision support. Wave 1: effective revision strategies taught from Y7 and emphasised with exam groups in lessons and form time Wave 2: free revision guides and materials for all PP students Wave 2: 1 year TLRs appointed to support PP students in home learning in KS3 and KS4 Wave 3: supervised study lessons, extra session teaching revision strategies, stationery pack to support revision</p>	<p>Research school evidence based revision strategies</p>	1

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>4.Aspiration. Overcoming financial barriers.</p> <p>All: pre-loved uniform events held in the summer at KES and U-Mix</p> <p>Wave 2: All new Y7 parents in receipt of FSM offered support to buy uniforms</p> <p>Wave 2: Poverty Proofing all school initiatives (allocation increased in response to increased need)</p> <p>Wave 2: Ensure all FSM students have access to a device and wifi to support home learning</p> <p>Free breakfast club for all FSM students (and supplies for Year Managers to give food to students arriving late)</p> <p>Clear communication with parents to offer support; PP funding used to cover all curriculum costs and to support with uniform, technology and wifi at home; transport and extra-curricular activities as needed</p> <p>Activities are targeted at disadvantaged groups, e.g. music lessons, trips to support classroom learning, liaison with Sheffield Council vacation activities, disadvantaged students encouraged to participate in Duke of Edinburgh Award, with full funding for equipment and other fees available</p>	<p>Impact of costs of school</p> <p>NEU advice: Turning the page on poverty</p> <p>Benefits of participating in extra-curricular activities</p> <p>Gaps in participation and impact on social mobility</p>	4
<p>3. Respect.</p> <p>Wave 1: Working towards Silver Award on achievement of Bronze Award for being an Anti Racist School. Actions to ensure our school is more inclusive: staff training to tackle unconscious bias; subject-led curriculum improvements; improvements to recruitment and retention policies; addressing problems with our school environment or hidden curriculum; new Dignity and Respect policy. Staff Anti-Racist Group develops good practice; student Anti-Racist Champions spread awareness.</p>	<p>EEF guide to effective engagement with parents</p> <p>Runnymede School Report on Race, Education and Inequality</p>	3

<p>Wave 1: introduction of Asian History Month (March)</p> <p>Wave 2: staff understand importance of barriers as well as the need for high expectations for racially minoritised students; improved communication with parents including translation</p> <p>Wave 2: Work with Muslim Hikers to widen participation of extra curricular events, especially the whole school sponsored walk</p> <p>Wave 3: Dignity and Respect interventions as needed</p> <p>Wave 3: use recovery premium to fund a fixed term post of an Urdu speaking member of staff to join the pastoral/mentoring team</p>		
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Total budgeted cost: £ 296,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 2. Improve KS4 outcomes (GCSE results of summer 2022)

Our PP students faced considerable obstacles as a result of the pandemic, generally finding it harder to engage with home learning during lock down or periods of isolation or illness due to covid. Nevertheless, compared with 2019 results (the last externally assessed results) our attainment gap between disadvantaged and not disadvantaged students was reduced from 18 to 13 points. In the same period, our gap in P8 was halved from 1.29 to 0.68. Whilst we still find the gap between the two cohorts unacceptable and have adapted plans to make further progress, we notice that the P8 for our PP students at -0.12 is considerably better than the national average of -0.55, and while nationally there has been the largest gap in 10 years between the two cohorts, in our school the trend has been reversed.

Y11 GCSE results PP

	A8 all	A8 non PP	A8 PP	Gap (pp/non pp)	P8	P8 non PP	P8 PP	Gap (pp/non pp)
2019	55.57	59.9	41.65	18.25	0.68	0.98 0.13	- 0.31 -0.45	1.29 0.58
2022	56.45	59.43	46.41	13.02	0.40	0.56 0.15	-0.12 -0.55	0.68 0.70

National figures for comparison (2022 recording the widest gap nationally between advantaged and disadvantaged for 10 years)

This trend is the same when looking at results by gender. Whilst overall our P8 is down for all students 2019 cf 2022, the P8 for PP girls was positive and the P8 for boys improved by 0.19, although still negative. In all counts our results were better than the national average and our gap has been halved for both genders. Underperformance of boys remains a concern and a priority.

	Girls				Boys			
	P8	P8 non PP	P8 PP	Gap(pp/non pp)	P8	P8 non PP	P8 PP	Gap (pp/non pp)
2019	0.98 0.095	1.24 0.38	-0.12 -0.19	1.36 0.57	0.42 -0.41	0.73 -0.12	-0.42 -0.7	1.15 0.58
2022	0.65 -0.015	0.78 0.34	0.05 -0.37	0.73 0.71	0.16 -0.375	0.31 -0.03	-0.23 -0.72	0.54 0.69

There were also considerable improvements in outcomes for students when looking at their passes in English and Maths at grades 4 or 5 2019 cf 2022, essential measures for social mobility (access to KS5 courses.) Although there are still significant gaps

between disadvantaged and non disadvantaged students, we secured an improvement from 54% to 70.8% passes at Grade 4 or better, and from 30% to 50% at Grade 5 or better, approximately halving the gap in each case.

	4+ EM all	4+ EM non PP	4+ EM PP	Gap(pp/non pp)	5+ EM all	5+ EM non PP	5+ EM PP	Gap(pp/non pp)
2019	77.8%	85.1%	54.3%	30.8	60.3%	69.6%	30.4%	39.2
2022	82.4%	85.8%	70.8%	15	64.3%	68.5%	50%	18.5

National Tutoring Programme (NTP)

a) Action Tutoring

We used catch up funding to buy small group tutoring for KS4 students. We ran this after school so that no other lessons were affected. Student attendance was supported by pastoral time spent reminding students and sometimes collecting them for sessions. PP funds were used to provide snacks and drinks as well! We listened to tutor and student feedback, as well as interim assessments, to make adjustments to groups and the focus of tutoring etc.

Overall we believe the impact was positive and have continued with it this year. We analysed the results of 30 Y11 students who attended at least 15 sessions of after school tutoring. Students who received tutoring in English Language had a positive residual of 0.74 for this subject. Y11 students who received Maths tutoring had a positive residual of 0.03 in that subject. In both cases, this subject was usually a negative residual before tutoring began. 80% of students reached their aspirational prediction in the subject of tutoring. 37% reached one grade higher than their prediction. 17% reached 2 grades higher and 3% (1 student) reached 3 grades higher. This has contributed significantly to the overall rise of PP students meeting 4+ and 5+ in English and Maths and gaining access to a wider range of choices for further study at KS5.

School Led Tutoring

This year we employed 1 FTE school based tutor to give bespoke tutoring to students needing to catch up with peers, principally as a result of lost learning during the pandemic. The role was split between 3 tutors, all specialising in literacy. We conducted reading tests, SPAG tests and student voice exercises to assess impact. SPAG tests proved an ineffective measure as, although showing some progress, these

were not the main focus of the sessions. However reading ability and confidence clearly improved (average RA results and student voice feedback.)

Challenge 1. Literacy

Our Reading Strategy has been discussed with our School Improvement Partner and judged to be an effective plan for improving reading and literacy across the school.

Audits undertaken with curriculum leaders indicated increased confidence with PRISE strategies and further embedding of the strategies over the year. Student voice showed increasing knowledge of the reading strategy over the year. DEAL is now well established.

As a combination of all the literacy strategies in place, the number of students reaching expected standard has improved in both Years 7 and 8.

Challenge 3: Home Learning

In addition to existing strategies, such as support with revision guides at KS4, over the last year we tried various new initiatives to support home learning:

- Simpler communication using edulink for staff to report to parents, including a catch up period
- Form tutor conversations to help identify students who needed to borrow a device and/or have support to access wifi
- Homework club staffed each evening providing digital access and staff support
- Targeted 'how and why to revise' for Y11s before mocks, repeated with Y10s before their exams

The improved PP GCSE results suggest some success at KS4 but there is still a gap in the amount of revision done affecting overall performance. Anecdotally, parents and staff have felt that prompt communication around missed homework has had a positive impact.

Also, overall data recording missed homeworks shows PP students are more likely than peers to miss homeworks. Small numbers of students have used the after school homework support offered.

To make a greater impact this year we are offering two TLRs for staff to focus on improving home learning.

Challenge 3: Respect/Anti Racism work

We extended the Senior Teacher role for Diversity and Equality to support our work to achieve Bronze Award in our journey for becoming an Anti Racist School (accredited by Leeds Beckett University.)

Since 2020 we have run 11 training events for staff, including 2 external speakers to support our journey to becoming an Anti-Racist school. As a result, staff voice tells us there is a significantly increased confidence in dealing with racist incidents, discussing

racism and staff also feel that their behaviour has changed positively as a result of unconscious bias training.

The diversity of our school community, and the world, is now better reflected in our curriculum and school environment. We have had an increase in diversity on our governing body and school teaching and support staff.

We have introduced and embedded our Dignity and Respect policy which is clear for students, staff and family to follow. Student voice tells us there is an increasing confidence that school will handle racist incidents fairly.

Opportunities have been taken as a school to come together to celebrate our diversity in Diversity week, cultural dress day, KEstival and Black History Month and we are holding our first Asian History Month this academic year.

Parent voice shows reasonable awareness of our work and its impact, but our next steps will be to work more closely with families to incorporate views of the community in our strategic planning and to overcome any barriers of race, geography and language.

This year we are also seeking to appoint a member of the pastoral team with additional language skills to support liaison with families to secure improved attendance.

Challenge 4: Aspiration/overcoming financial barriers

Each year we see an increase in the number of families taking up our offer of free music lessons (currently 15), students taking a free breakfast (c. 50 per day) and families using our offer of support for uniform. After a year in which covid affected all trips, we are seeing a gradual return to our full extra-curricular offer and the PP fund is used to support that.

Our attendance figures still show a gap between PP and non PP which we are seeking to address with a new attendance strategy and additional pastoral support this year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NTP English and Maths support for GCSE students	Action Tutoring
NTP English and Maths catch up for Y7 students	Action Tutoring

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
We have fewer than 5 students in this category.
The impact of that spending on service pupil premium eligible pupils
Pastoral staff work with students on an individual basis to offer appropriate support. As a PP student each will be offered free revision guides in KS4.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Vulnerable Learners' Strategy. We have added a strategic role to ensure that our most vulnerable learners are supported through a joined up approach involving the leads for SEND, Safeguarding, EAL, PP, Attendance, Behaviour and Diversity and Equality.
- Ensuring a positive school environment through clear and consistent expectations to help regulate behaviour plus a rewards policy which is inclusive and succeeds in providing an incentive to students
- Embedding more effective practice around supporting students who benefit from explicit teaching and a greater understanding of learning barriers
- Embedding the principles of Personal Development throughout school, in our L@kes lessons (PSHE), House system, form-time, teaching and extra-curricular activities
- Liaison with local Holiday Activities and Food programme over holidays, raising awareness with families and supporting application

Planning, implementation, and evaluation

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.