

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	1454 (Y7-13) 1073 (Y7-11)
Proportion (%) of pupil premium eligible pupils	21.1% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 24 2024 25 2025 26
Date this statement was published	December 31, 2023
Date on which it will be reviewed	December 1, 2024
Statement authorised by	Paul Haigh, Headteacher
Pupil premium lead	Charlotte Bowyer
Governor / Trustee lead	Andy Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,140
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£74,401
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£285,541

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all our students' time at school to be safe, inclusive, happy and fulfilling, regardless of background. 21% of our Y7-11 students are Pupil Premium. Our school serves a very diverse catchment, including a large disparity in financial status, which means we have an additional imperative to poverty proof all areas of school to ensure the full inclusion of our Free School Meals students academically and socially. We are also rich in diversity of heritage and language. 23.7% of Y7-11 students are EAL, representing 42 different languages, and 44.1% are from one of 19 ethnic minorities. In January 2023 we became the first school in the nation to receive the Bronze Anti-Racist School Award (Leeds Beckett University) and we are the Sheffield Chamber of Commerce 2023 'Equality, Diversity and Inclusion Champions' for our work to ensure inclusivity.

To achieve this positive experience, we focus on three core values: **Excellence**, **Respect** and **Aspiration**. To achieve **Excellence**, we maintain high academic standards with high quality teaching, and support those with learning barriers, lower proficiency in reading or gaps in learning to accelerate their progress. Our ethos of showing **Respect** is underpinned by our Dignity and Respect Policy, behaviour curriculum to promote a climate conducive to learning, and our work to become an Anti-Racist School. **Aspiration** encompasses ambitions outside and after school and our support is mapped out in our Personal Development programme, including our extra-curricular provision and comprehensive careers education and advice.

Our Pupil Premium Strategy follows guidance from the EEF to focus first on **high quality teaching**. A main focus for our teaching (and therefore teacher training and quality assurance) is strategies to promote literacy. Every lesson is an opportunity for a reading and literacy intervention, by expanding vocabulary, reinforcing our active reading strategy and modelling the language of each subject (disciplinary literacy.) Next, we use **targeted academic support** to help disadvantaged students to make accelerated progress to close gaps. This includes our NTP literacy and numeracy catch up sessions in Y7, English and Maths tutoring in Y10-11, School Led Tutor sessions focusing on literacy, EAL intervention sessions and targeted revision sessions run by departments. We also have many **wider strategies**, now embedded, to overcome financial barriers and reduce any costs of school. Part of the Pupil Premium Fund is used to ensure free school meal families do not have to pay for individual music lessons, breakfast, revision materials or curriculum costs. Our uniform policy is designed to keep costs low, and there is additional support for Free School Families using preloved uniform as well as 'welcome packs' of new uniform for students when they start with us. Also, pastoral strategies have developed to ensure a holistic approach to disadvantaged students with additional needs (our Vulnerable Learner strategy), and we are placing a greater focus on attendance strategies to ensure our disadvantaged students benefit from maximum time in school.

Our strategy plan is built on the principle that it is the responsibility of everyone in school to improve pupil premium outcomes by understanding the challenges faced by disadvantaged students and by getting to know and supporting individual students: their strengths, barriers and aspirations. Integral to this principle is the understanding that the needs of disadvantaged students should be put first in all strategic planning, and that non-disadvantaged will also benefit from these approaches.

Challenges

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

Challenge number	Detail of challenge																																																		
1	<p>Summer results show there is a gap in the progress of disadvantaged students and non disadvantaged students (Y11 outcomes P8). Compared with 2019, progress is improving and the gap is closing (against national trends) but remains a challenge for us.</p> <table><tr><td></td><td colspan="2">2019</td><td colspan="2">2023</td></tr><tr><td></td><td>A8</td><td>P8</td><td>A8</td><td>P8</td></tr><tr><td>PP</td><td>41.65</td><td>-0.31</td><td>43.89</td><td>-0.20</td></tr><tr><td>Non PP</td><td>59.90</td><td>0.98</td><td>58.55</td><td>0.97</td></tr><tr><td>All</td><td>55.57</td><td>0.68</td><td>55.45</td><td>0.77</td></tr></table> <p>During Y11, the PP cohort improved their progress from -1.09 (mocks at the end of Y10) to -0.2, but there was still a gap between PP and non PP students. Our current Y11 cohort are predicted to make better progress, currently predicting +0.02, but with the same gap.</p> <p>In particular we want our students to have the necessary grades to progress to their next stage of education, widen opportunities and increase social mobility. Therefore targeted work took place to support students to achieve 5 passes including 9-4 in English and Maths. Progress has been made, but remains a gap. In 2023 60% achieved 4+ in both English and Maths with the help of targeted support, up from 54.3% in 2019, but only 53.3% achieved 5 standard passes including English and Maths, the entry requirements for 6th form colleges.</p> <table><tr><td></td><td colspan="2">2019</td><td colspan="2">2023</td></tr><tr><td></td><td>5 x 9-5 inc EM</td><td>9-4 inc EM</td><td>5 x 9-5 inc EM</td><td>9-4 inc EM</td></tr><tr><td>PP</td><td>28.3</td><td>45.7</td><td>33.3%</td><td>53.3%</td></tr><tr><td>Non PP</td><td>68.9</td><td>83.8</td><td>70.1%</td><td>81.7%</td></tr><tr><td>All</td><td>59.3</td><td>74.7</td><td>64.4%</td><td>77.3%</td></tr></table>		2019		2023			A8	P8	A8	P8	PP	41.65	-0.31	43.89	-0.20	Non PP	59.90	0.98	58.55	0.97	All	55.57	0.68	55.45	0.77		2019		2023			5 x 9-5 inc EM	9-4 inc EM	5 x 9-5 inc EM	9-4 inc EM	PP	28.3	45.7	33.3%	53.3%	Non PP	68.9	83.8	70.1%	81.7%	All	59.3	74.7	64.4%	77.3%
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2	<p>KS2 data shows that there is a gap in the reading age (RA) between disadvantaged students and non disadvantaged students when they start in Y7. In our current Y7, 22% are PP, but 61% of our students <u>significantly below</u> their chronological RA are PP, and 31% of our students <u>below</u> their chronological RA are PP.</p> <p>Our own reading age tests show that the number of students in Y7 and Y8 with a RA <u>significantly below</u> chronological RA halved last year, as a result of additional literacy lessons (Accelerated Reader and Guided Reading), whole schooling literacy strategy and interventions; however, there is still a gap in vocabulary and reading comprehension which affects progress in all subjects.</p>																																																		
3	<p>Attendance data (since covid) shows that while our recovery is above national average, it mirrors national trends in being below pre-pandemic levels, and there is a gap between attendance of disadvantaged students and non disadvantaged students. In 2021-22, overall attendance was 91.5%. Attendance of PP was 88.6% and attendance of non PP was 92.3%. Y11 saw the lowest attendance of all year groups. In 2022-3, overall attendance improved to 93.3% but was still below 95%. Attendance of PP improved slightly to 89.8 % and attendance of non PP was 94.2%. Y11 again saw the</p>																																																		

	lowest attendance of all year groups and the gap in progress of Y11 leavers partly reflects this.
4	78% of non PP students are taking part in extra-curricular provision compared with 65% of our PP students (student voice and participation data October 2023.) Some of our PP students may find it difficult to participate in school-run extra-curricular activities because of financial costs, poor bus service, out of school commitments or lack of confidence. This can have additional consequences of widening gaps in aspiration (confidence in interviews, evidence for applications, leadership opportunities.)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved outcomes and Post 16 options for disadvantaged students as a result of targeted intervention, effective revision and mentoring	1. For our PP students to have a P8 of +0.2 (Y11 2024 leavers). Increased 5+ GCSE passes including English and Maths to 45%+
2. For our readers who are below expected reading age to make accelerated progress to close reading gaps	2. For the number of students below expected reading age in Y7 and 8 to reduce by ½ (from starting point); for all students with reading intervention to make accelerated progress (above 12 months' progress in reading age in an academic year) on average
3. Improved attendance of all students, especially disadvantaged students, through engagement with parents and inclusive practices	3. For our overall attendance to be 96%+ and our PP attendance to be 94%+
4. For our extra-curricular provision to be exceptional and inclusive; to increase participation of all students	4. For our extra-curricular offer to be planned out to give comprehensive cultural capital experiences during their Y7-11 journey. To respond to student, parent and staff voice to increase relevance, affordability and inclusivity of our extra-curricular offer.

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: £ 142,770.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
QA of teaching and learning to ensure it responds to the needs of pupils (main focus on developing literacy, meeting SEND needs, retrieval practice)	Evidence from our QA (from external reviewers, SLT led, ML led and peer led) triangulated with student voice and data of outcomes is used to identify needs, guided by definition of 'exceptional' quality of education in Ofsted EIF	1, 2
CPD to embed reading strategies (PRISE – a metacognitive approach to reading) and to pilot oracy strategies	EEF Guidance Report Improving Literacy in Secondary Schools ; Recommendation 3 Develop students' ability to read complex academic texts p.14-17 External and internal QA of our teaching and learning demonstrates impact of the CPD.	2
Peer-led CPD (Professional Learning Groups focused on accelerating progress for SEND and disadvantaged students); line management focus (SLT and curriculum leaders)	Importance of relevant teacher/staff training throughout the implementation process following EEF's Guidance Report Putting Evidence to Work: A School's Guide to Implementation (Secondary)	1, 2
Recruitment and retention: TLR focus on improving quality and quantity of homework and revision completed by PP students	Following good practice identified in EEF toolkit on homework (provision of homework clubs, setting work linked to classroom work, timely feedback, purpose communicated clearly) reinforced by our internal student voice matched with our data on homework quality and completion.	1
Technology and resources to support high quality teaching and learning, including visualisers, chrome books, Sparx Reader. Staff are developing different ways of using digital technology to improve quality of explanations and modelling, supporting retrieval practice and for more accurate and timely feedback.	Guidance followed from EEF Report Using Digital Technology To Improve Learning . Which suggests that technology can be useful where a need is identified and the technology is well matched to meeting that need and may offer something that other elements of teaching cannot (e.g. monitoring of reading done at home)	1

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

Budgeted cost: £71,385.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group academic tuition delivered by School Led Tutors (general literacy KS3, support for Eng Lang and Lit GCSE in KS4)	In school monitoring of impact (improvements in reading ages.) Good practice followed using EEF Guide 'Making a difference with effective tutoring' 2022 (tutoring is aligned to curriculum and uses assessment to identify gaps to address misconceptions or to reteach concepts and adjusts to the right level of challenge)	1, 2
One to one academic tuition provided by Learning Mentor (all years) and for Y11 students by senior staff, pastoral leaders and subject teachers (Y11 Mentoring)	Good practice followed from the EEF toolkit assessing the effectiveness of mentoring . (important to assess mentor pairings regularly to check they have a positive impact, ensure clear support, structure and expectations for mentors; meetings should be regular, e.g. weekly)	1
Targeted revision workshop for PP students (focus on how and why to revise)	In school monitoring of revision completed before and after session, engagement and links to outcomes. Strategies draw on research evidence, e.g. that collected in The Confident Teacher blog on revision (Alex Quigley) - helping students to test what they have learnt effectively, guidance to manage time and technology, teaching (and monitoring) effective strategies.	1
Targeted revision after school and in holidays for KS4 (subject led)	In school monitoring of attendance, engagement and links to outcomes	1
NTP Targeted intervention to support literacy and numeracy in Y7 , English Language and Maths in KS4 (Action Tutoring) Recruitment and retention: School Led Tutor (part NTP financed) to improve literacy/English	Internal data of 3 years' monitoring impact of Action Tutoring showing considerable impact when students attend well and are engaged. Internal audit to ensure we follow good practice outlined in Ofsted report on NTP KS4 tutoring takes place after school so no learning is lost. Tutoring is targeted on English Language and Maths, matching school curriculum. Students are in groups of 2-3 to maximise engagement and impact.	1, 2
Targeted intervention to support specific needs of disadvantaged pupils with SEND & Teaching assistant deployment and interventions. TA led literacy interventions focused on accurate word reading (Reading Wise – phonics and decoding)	The importance of teaching accurate word reading to struggling readers, highlighted in Ofsted report Oct 22	2

programmes with detailed diagnostic tools and responsive activities)		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £71,385.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs: Vulnerable Learner strategy to have a 'multi-agency' approach to students with many risk factors (PP, EAL, SEND, safeguarding, in-year-starter) Our approach was shared in an article in Sec Ed March 2023 .	Research underpins our approach which seeks to see the whole child and put in place bespoke strategies to support the individual: SecEd Vulnerable Learner supplement January 2021 and March 2023	3
Supporting attendance by increasing capacity for parental engagement, following guidance to reduce school-related anxiety. Urdu speaking learning mentor to support conversations with Urdu speaking parents	Guidance (to school leaders) from the report Listening to, and learning from, parents in the attendance crisis Sept 2023 which demonstrates the importance of understanding individual circumstances and the need for schools to listen to parents and children and to put in additional support where possible, e.g. for anxiety.	3
Extracurricular activities. Our intent for extra-curricular activities ensures high quality provision through financial inclusivity, celebrating diversity and effective links to curriculum teaching, careers and aspiration. E.g. financing individual music lessons and using PP fund to cover all costs of curriculum trips for FSM students	Evidence from student voice and internal audits of participation, guided by definition of 'exceptional' personal development in Ofsted EIF	4
Extended school time. Staffing of library before and after school for homework support. After school revision clubs and tutoring. After school extra-curricular offer (sports club, arts and performance)	Education Policy Institute review of evidence (and caveats for effective extension of school time.) Sept 2021	1
Breakfast clubs and uniform provision and ensuring all curriculum costs are free to FSM	Evidence from research shows the best approaches are inclusive and seek to reduce stigma (e.g. same breakfast	3

<p>families. Uniform support includes carefully chosen uniform to reduce costs, availability of pre-loved uniform and support to buy uniform. Our approach was shared in an article in Sec Ed March 2023.</p>	<p>provision for all), the importance of poverty proofing all school initiatives and ensuring staff have relevant training to make it a whole school approach.</p> <p>NEU guidance Turning the Page on Poverty Children's Society report: Leave Poverty at the school gates</p>	
<p>Communication with parents; support for parents. Strategies include staff training, additional pastoral support, use of translation, changes to communication, e.g. clarification around financial support and removal of any request for trip contributions from FSM families</p>	<p>Focus on recommendations 2 and 3 in EEF Report Working with parents to support children's learning</p>	<p>1, 3</p>

Total budgeted cost: £ £285,541

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of our PP strategy which ran from 2020-2023. The four challenges we focused upon in that period were **1. Literacy, 2. Improved KS4 outcomes, 3. Home learning and revision, and 4. Inclusion of racially minoritised groups.**

1. Literacy

Over time – and as a result of our whole-school reading strategy - the reading achievement of our poorest readers has improved: the number of students with a reading age 2 years below chronological has halved since 2019, despite an increase in vulnerability of the cohort on entry.

Students with KS2 scores below the expected standard in reading received tutoring. In 2022-3, 66% of Y7 students receiving maths or literacy tutoring (through Action Tutoring) were disadvantaged. Students receiving literacy tutoring made an average of 13.5 months progress in reading and 15.8% progress in literacy (from tutoring baseline and progress tests) when they attended 15+ sessions. Students receiving maths tutoring made an average of 21.6% progress in maths (from tutoring baseline and progress tests.) School Led Tutoring has also been effective and will continue this year. Y7 and Y8 students made an average of 14.5 and 13.7 months' progress with their reading age (RA) after one term's intervention. There were also successful interventions helping EAL students who were new to English achieve Grades 3-4 in English Language and English Literature.

Overall, we think our reading strategy is effective at supporting students to make good progress, but want to provide more accelerated reading support for a larger number of students with a low reading age this year and have therefore introduced new reading support programmes and opportunities for independent reading this year.

2. Improved KS4 outcomes.

The data from external exams demonstrates that at KS4, the progress of disadvantaged students (-0.20) has remained consistent, and slightly improved, despite a more challenging national picture, since 2019 outcomes. For example, PP students (-0.02) improving from 2019 (-0.31), compared to Sheffield 2023 (-0.65) which dropped against national standards.

In particular we want our students to have the necessary grades to progress to their next stage of education, widen opportunities and increase social mobility. Therefore targeted work took place to support students to achieve 5 passes including 9-4 in English and Maths. Progress has been made in the measure of 5 strong (grade 5+) and standard (grade 4+) passes including English and Maths, but remains a gap. In 2023 60% achieved 4+ in both English and Maths with the help of targeted support, up from 54.3% in 2019, but only 53.3% achieved 5 standard passes including English and Maths, the entry requirements for 6th form colleges.

Tutoring. A total of 2068 hours of additional tutoring were provided 2022-23 through NTP. Our NTP provision has been successful and continues this year. 66% of Y7 students receiving maths or literacy tutoring (through Action Tutoring) were disadvantaged. Students receiving literacy tutoring made an average of 13.5 months progress in reading and 15.8% progress in literacy (from tutoring baseline and progress tests) when they attended 15+ sessions. Students receiving maths tutoring made an average of 21.6% progress in maths (from tutoring baseline and progress tests.)

48% of Y11 students receiving Maths or English Language tutoring (through Action Tutoring) were disadvantaged. 32/36 students met or exceeded their target grade; 10/36 exceeded their target

grade. The 4/36 who did not meet their target grade had very low attendance at tutoring. This year, we will continue with Action Tutoring for Y11, but reduced to one larger cohort rather than two, focused on students most likely to attend well and benefit from the provision.

3. Home learning and revision.

A TLR was created to focus on this 2022-23 to determine reasons behind gaps in homework completion and to establish good practice. Student voice showed that students are supported by school to bridge the digital divide and students are most likely to complete homework when it is clearly explained and the task has a purpose and value. Progress has been made in adopting good practice, including use of technology to help engagement with homework, but students from disadvantaged backgrounds are still less likely to complete homework set, including revision at KS4. Student voice suggests that students will be motivated more by sanction than reward and this will be addressed in the current year.

4. Inclusion of racially minoritised groups

In January 2023 we were awarded became the first school in the country to receive the **Bronze Anti-Racist School Award** from Leeds Beckett University's Carnegie School of Education. We were the first school in the country to reach this stage. In October 2023 King Egbert School won the title '**Equality, Diversity and Inclusion Champion**' at the Sheffield Chamber of Commerce Business Awards.

This was awarded for: Commitment to diversity, equality and inclusion; Promotion of sustainability, social justice and/or human rights; Culture of celebration of inclusivity and diversity; Strategy through to delivery; Measurable impact

Our work to become an Anti-Racist School continues, with the aim of gaining the Silver Award, but is no longer a priority focus for our PP strategy.

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	Action Tutoring

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
We have followed advice not to comment in this section as we do not want to comment here on support for individual students.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity and routines which will include:

- 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