

# King Egbert School Pupil Premium Website Document.



## Sections

1. Summary information
2. Current attainment (Y11 outcomes and Y7-11 attendance and behaviour: 3 year trend)
3. Three year strategy to improve attainment and progress of Pupil Premium (PP) Students.
4. Review of expenditure for academic year 2018-19

### 1. Summary information

School	King Egbert School			PP grant per student Y7-11	£935
Academic Year	2019-20	Total PP budget	£186,065	Date of most recent PP Review	Jan 2019
Total number of pupils	1005	Number of PP pupils*	199 (19.5%)	Date for next internal review	Nov 2019
* January 2020 census figures Y7-11 (paid April to March)					

### 2. Current attainment (Y11 outcomes, 3 year trend)

Year	2016-2017 (not all 9-1 grades)		2017-18		2018-19	
	School	PP	School	PP	School	PP
Focus	School	PP	School	PP	School	PP
Size of cohort	100%	<b>21.80%</b>	100%	<b>21.70%</b>	100%	<b>19.74%</b>
Progress 8	0.53	<b>0.13</b>	0.57	<b>0.24</b>	0.70	<b>-0.29</b>
Attainment 8	55.24	<b>46.83</b>	53.84	<b>41.95</b>	55.57	<b>41.65</b>
% achieving 5 strong passes (5+) incl Eng and Maths	59.5	<b>69.6</b>	54.0	<b>24.4</b>	60.3	<b>28.3</b>
% achieving 5 standard passes (4+) incl Eng and Maths	78.4	<b>43.5</b>	74.3	<b>53.7</b>	77.8	<b>45.7</b>

### Attendance and behaviour. (Y7-11, 3 year trend)

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

Data taken from the Data Dashboard published October 2019 (except number of strong/standard passes for PP – taken from SISRA)

### 3. Three year strategy to improve attainment and progress of Pupil Premium (PP) Students.

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
<b>E Excellence</b>  <b>Academic excellence</b> 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 Egbert 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.	<b>Value of Excellence</b> shared in each assembly SLT regularly remind/monitor use of routines New QA system to monitor embedding	Expectation 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
	In our context, barriers to academic excellence can include <ul style="list-style-type: none"> <li>lower levels of literacy making it difficult to access the curriculum</li> <li>language barriers (EAL students)</li> <li>PP students are more likely to have lower attendance</li> <li>there are obstacles preventing students from staying for support after school</li> <li>more difficulties completing homework to a good standard (access to technology, confidence of parental involvement)</li> </ul>	<b>Y11 outcomes</b> 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 not completing homework targeted for attendance at Y11 homework support Off-site revision day for targeted students	P8 of 0.2+ PP students achieve 5 standard passes at/above national average (64%)	Senior staff capacity to provide mentoring  Purchasing revision materials
		<b>Quality First Teaching</b> (supported by value placed on recruitment, targeted CPD, QA policy to monitor quality) Focus on a knowledge rich curriculum and strategies to improve knowledge retention Strategy to reduce attainment gap for boys in English	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><b>Literacy and language policy.</b> CPD used to focus on teaching academic language and develop reading strategies. Accelerated Reader (AR - reading programme for Y7-8). Form time used to improve literacy and oracy</p>	<p>Literacy/language approach is designed to be of most benefit to PP students who have less access to academic language outside school. AR - Review to be completed autumn term 2019 to ensure AR is effective for PP students and those with low reading ages.</p>	<p>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.</p>	<p>Reading ages improve from starting point; PP students' progress is accelerated. Evidence from QA of teaching</p>	<p>Librarian Accelerated Reader programme Cost of baseline testing</p>
		<p><b>Homework</b> 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>	<p>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>	<p>No gap between average ATL for homework of PP/non PP</p>	<p>Year Managers Family Voice</p>
		<p><b>Attendance</b> 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 Safeguarding and inclusion officer  Breakfast provided for FSM students each day</p>
<p><b>R Respect</b>  Showing respect at all times</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.</p>	<p><b>Behaviour</b> CBM system is clear and consistent so all students understand the expectations and the reasons for them</p>	<p>Inclusive awards ceremonies Parent and student voice to understand barriers to good behaviour</p>	<p>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.</p>	<p>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</p>	<p>Senior staff and pastoral staff  Use of funds to remove financial barriers which could contribute to lack of engagement with school</p>
<p><b>A Aspirations</b></p>	<p>We know that our Pupil Premium students, and their families, have aspirations as high as their peers.</p>	<p>All students write a pledge which sets out an ambitious hope for the</p>	<p>A focus on PP students by form tutors to ensure they are aiming high and</p>	<p>Targeted careers advice for underachieving students</p>	<p>Participation of our students to remain above national</p>	<p>Careers Officer Extra-curricular</p>

<p>All students have <b>aspirations</b> and personal goals beyond school</p>	<p>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 participate in extra-curricular activities which help students gain confidence and broaden horizons.</p>	<p>future and steps for achieving it; form tutors support and guide</p> <p>Personal development strategy being developed to incorporate form time, house system and extra-curricular opportunities</p> <p>PP students encouraged to apply for positions of responsibility (school council, prefects)</p>	<p>understand steps to achieving it and the support available</p> <p>Extended interviews in Y9 when making options choices and Y11 when making KS5 choices. HA Y9s encouraged to take EBACC route.</p> <p>Extra-curricular trips funded including transport to and from the trip and clothing as needed. Pastoral staff and those leading the trip encourage PP student participation and work with families to overcome barriers.</p> <p>Aspirational events for PP students (university experiences, STEM opportunities, out of school activities for the more able)</p>	<p>SLT and year manager mentors discuss aspirations and goals (focus on pledge) 1:1. Mentors find tailored extra-curricular opportunities.</p> <p>Competitions held to encourage cohorts of students to try extra-curricular activities, e.g. to win ticket to Old Trafford</p>	<p>average (PP 44% and non PP 66%) in extra-curricular activities.</p> <p>Student voice</p> <p>PP students have proportionate participation in positions of responsibility, e.g. school council and prefects, as well as in performances, after school clubs and trips.</p>	<p>trips funded as needed</p>
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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. Review of expenditure for academic year 2018-19

Strategy Use of funds	Details	Impact	Evaluation
<p><b>Focus on Y11 PP students achieving 5 strong and standard passes including English and Maths</b></p> <p>Senior Leadership Curriculum leaders</p>	<p>Although the 2017-18 PP cohort had achieved a positive P8, (+0.2) which was above national average for non-PP, our PP students had done less well at passing the threshold needed to enter college/sixth form. Predictions at the start of the year suggested this would be repeated with the 2018-19 cohort so we put interventions in place.</p> <p>We identified the students at risk of not achieving the measure and CLs were focused on helping them to achieve this (targeted support in lessons, targeted to attend extra revision, extra lessons in the month before the final exams.)</p> <p>There was most intervention in English and Maths because of their importance for progression routes</p>	<p>In the Y11 mocks, 23.9 % of PP students achieved 5 strong passes including English and Maths, and 39.1% achieved 5 standard passes. In their GCSE exams, 28.3% of PP students achieved 5 strong passes, and 45.7% achieved 5 standard passes.</p> <p>Therefore intervention contributed to improvement by over 5% in each measure .</p> <p>In the Y11 mocks, 28.3 % of PP students achieved 9-5 in English and Maths, and 43.5% achieved 9-4 in English and Maths. In their GCSE exams, 30.4 % of PP students achieved 9-5 in English and Maths, and 54.3% achieved 9-4 in English and Maths. After intervention, this improved, especially in the number achieving 4+ and therefore being able to access sixth form and college courses. However 12 out of 46 PP students achieved a 4+ in only one of Maths or English.</p>	<p>This intervention will be repeated, but earlier in the year for greater impact and with more regular update meetings with relevant heads of department.</p>
<p><b>Focus on underachieving PP boys in Y11</b></p> <p>Residential trip Pastoral support Senior Leadership</p>	<p>Although the 2017-18 PP cohort had achieved a positive P8, (+0.2) the girls had significantly outperformed boys. 22 PP boys had an average P8 of -0.014 while 19 PP girls had an average P8 of +0.4 (and HA PP girls +0.8)</p> <p>Predictions at the start of the year suggested that PP boys in 2018-19 cohort were going to underperform, and being a larger group – 29 boys – the P8 would be even lower.</p> <p>A residential was put in place for 14 PP and EAL students at risk of underachieving and also at risk of exclusion. Each student had an SLT mentor in the two terms before the exam to help with motivation and revision.</p> <p>All PP and EAL students at risk of negative P8 and/or missing the 4+ or 5+ measure had extra intervention for motivation and revision strategies.</p>	<p>The residential was successful in improving the behaviour and attendance of those involved in the run up to exams, however it was too small a number to make much difference to the overall P8 of the PP boys which was -0.409. This was a very complex cohort: 15 students were EAL and PP, 3 were PP and SEN, 3 were PP, EAL and SEN. The PP girls also had a negative P8, -0.1.</p>	<p>Students responded positively to the interventions and the approach is justified by research in other schools so will be repeated, but started earlier to make it more realistic that students can make a difference in final outcomes.</p> <p>There will be a greater focus on boys' achievement, especially in English, and in sharing how best to support students with complex needs.</p>
<p><b>To ensure that parents of PP families felt welcomed and</b></p>	<p>Research shows that PP students have better outcomes where schools hold families in high regard.</p> <p>We have taken steps to ensure a consistent message to families, and remove financial barriers to school, and</p>	<p>In a parent survey in 2019 parents were asked to comment on the statement: <i>'King Ecgbert School shows respect for my child, my family, our beliefs and values. The school makes an effort for my family to</i></p>	<p>We will continue with previous strategies. We will also use parent and student voice to find out what else we can do</p>

<p><b>understood by the school</b></p> <p>Pastoral support Senior Leadership Admin support</p>	<p>attempted to eliminate any worries about the costs of school. Staff have training to further understand how best to meet the needs of individual students. Celebration evenings are inclusive.</p>	<p><i>feel welcomed when visiting the school.'</i> 93% of non-disadvantaged parents agrees or strongly agrees 100% of our disadvantaged parents agrees or strongly agreed.</p>	
<p><b>Improve homework quantity and quality from PP students</b></p> <p>Associate Assistant Headteachers EduLink</p>	<p>Data shows that PP students are less likely to complete homeworks set, or to spend adequate time on them to make them useful to learning. We have introduced a new online tool and resources were prioritised to support families of disadvantaged students to access edulink. Two Assistant Headteachers conducted research during the year to inform potential changes to our whole school policy.</p>	<p>Data suggests that the gap has not yet closed between PP and non-PP students over homework. Rates of access to edulink have increased sharply over the year and the pastoral team have prioritised PP families and helped them to get on line.</p>	<p>The research will now be considered and the school will consider whether a new approach to homework is needed, e.g. more support or more effective sanction for homework not done.</p>
<p><b>Improve teaching of literacy and language to support PP students' access to learning and academic language</b></p> <p>Senior Leadership Accelerated Leader Librarian Y7 literacy and numeracy intervention</p>	<p>Lower reading ages can prove a barrier to accessing learning. We have continued with using Accelerated Reading to help all Y7 and Y8 develop their reading skills whilst promoting the enjoyment of reading. Students in Y7 needing extra support have received 6 week literacy and numeracy intervention. Students have also taken part in paired reading schemes with 6<sup>th</sup> formers. In addition, we are developing more strategies to improve our students' academic language, now essential for KS4 as well as beyond. There has been whole school CPD on expanding vocabulary and reading strategies. Curriculum leaders have had training in understanding disciplinary literacy, including visits to primary schools within our trust to see how grammar is taught there to inform our teaching.</p>	<p>Accelerated Reader continues to help students to improve their reading ages. PP students show accelerated progress in the first term, but do not necessarily maintain this over the year. The extra support and paired reading have helped targeted students to improve their skills. QA shows that strategies to teach vocabulary have been embedded and curriculum leaders completed a confidence survey showing they were ready to take a lead in year 3 of our strategy. We have found more opportunities to promote reading, for instance using books as prizes rather than trophies.</p>	<p>Last year was the first year of our 3 year literacy policy and we are now launching the second year, focusing on disciplinary literacy with all staff; we will also have a targeted approach to teaching more academic vocabulary, and a more focused use of form time to develop oracy. We will research reading strategies used in other schools and evaluate our own policy, including how best to use Accelerated Reader to benefit those who need it most.</p>
<p><b>Remove barriers to participation in extra-curricular opportunities</b></p> <p>Fund for overcoming financial barriers</p>	<p>The Children's Commission has clearly published the cost of school (uniform, music lessons, equipment, trips, transport, etc) and the media has reported on problems families are experiencing such as holiday hunger. We aim to do as much as we can to ensure all parents know what support is available and how to access it We have purchased Revision guides for PP KS4 pupils from PP fund We have ensured consistent, inclusive wording in all communication about school trips and opportunities. Staff are increasingly vigilant at spotting where we need</p>	<p>Increased uptake of breakfast, regularly 20-30 each day. Participation of our students is above national average (PP 44% and non PP 66%) in extra-curricular activities. 57% of Y7s PP students took part in the residential Bushcraft trip, just slightly below uptake of 64% in the rest of the year, as a result of pastoral support. 8/86 Y10 students taking part in the Bronze Duke of Edinburgh Award were PP, a small proportion of the year group but an increase on previous years. 6 students Y7-10 received financial support enabling</p>	<p>We aim to reassure parents if they have concerns, and to demonstrate the value to the child's education and development if they take part in extra-curricular activities. This has now become one of our key values and participation will be monitored within the personal development strategy. We will continue to make parents aware of financial help available, and to use external sources (e.g. charities supporting</p>

	<p>to support students so they can take part fully, e.g. attending the Y11 prom, attendance at after school clubs, and aspirational study trips to Oxford University. Year managers and staff organising trips take extra time to talk to PP students to encourage and support their participation</p> <p>PP students have been selected to take on responsibility within school council. prefects and ambassadors</p>	<p>them to go on a foreign trip</p> <p>All students were included in curriculum trips for whole year groups or curriculum groups.</p> <p>No costs were incurred for GCSE courses, e.g. Art and DT materials, curriculum trips, revision guides</p> <p>Plus a trip to the coast to improve cultural capital of Y11 studying geography</p> <p>Several families requested and received support for uniform costs.</p> <p>We have found that finance is not the only barrier. Parents are sometimes reluctant to support participation in extra-curricular activities even when cost is not an issue.</p>	<p>language trips) to supplement our funds so we can support more: currently we are able to support sixth formers with important curriculum trips too.</p> <p>We will monitor use of revision guides to ensure that subject staff help PP students get the most out of resources we provide.</p>
<p><b>Improve attendance of PP students to 95%</b></p> <p>Attendance officer</p>	<p>To achieve this, the first day's absence has been followed up with a phone call each day</p> <p>We put in place early intervention for students missing days at the start of term</p> <p>Weekly monitoring of whole school and groups giving cause for concern has taken place by headteacher and attendance staff</p> <p>Continued funding of breakfast club – free breakfast for FSM students</p>	<p>Our Persistence Absence rate has fallen, and is better than the national average.</p> <p>Overall attendance of PP students was slightly down from 94.1 (2017-18) to 94.0% last year. Attendance of Y11 PP students was down from 93.2 to 92.7 although the gap with non-PP students remained the same at 2.8%. Only one year group achieved the target of over 95% for PP students (Y7)</p> <p>Some students are less likely to attend on days with house events or extra-curricular trips.</p>	<p>We will continue with the same policies to support students who struggle to attend and to give clear messages to families when absence is avoidable. The Attendance Officer is supported by Year Managers but may need more capacity to sustain or improve attendance further.</p> <p>Pastoral staff will also look for patterns of non-attendance and work with families to overcome this.</p>
<p><b>To use our Consistent Behaviour Model and pastoral support so sanctions incurred are proportionate</b></p> <p>Inclusion officer Senior Leadership Year Managers Careers Officer Motivational activities</p>	<p>CBM has been in place for 4 years and therefore all but last year's Y11 students have never known another system. We continually monitor its implementation to ensure it is consistently applied, but also to ensure that no cohort is disproportionately sanctioned. PP students who have accrued a high number of behaviour points have extra support: mentoring from year managers and senior team link or headteacher; extra careers advice; monitoring on report; given extra opportunities to re-engage with school (sport, media etc).</p>	<p>The majority of our students, from all backgrounds, recognise we have high expectations for them. In a student survey, 100% of Y7 PP students (and 94% of their peers) agreed the school expected them to have good behaviour. Similarly, 94% of Y9 PP students agreed (and 92% of their peers).</p> <p>Our fixed term exclusion rate for PP students has increased each year although the school's overall rate has remained the same. Although there are many individual students making great improvements in behaviour with pastoral support, and trends over a year show students are learning from mistakes, we remain concerned about the disproportionate number of sanctions incurred by our PP students. Therefore we have launched a new approach this year.</p>	<p>New focus on 'ERA' making expectations to show respect more explicit; to be reinforced in new whole school strategy of personal development and departmental improvement plan focus on developing character</p> <p>Residential trip to be put in place to motivate Y10 PP students who are struggling to engage.</p>

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Format used is adapted from that recommended by the Teaching School Council [www.tscouncil.org.uk](http://www.tscouncil.org.uk)

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