

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	King Ecgbert School
Number of pupils in school	Y7-13 1400 Y7-11 1038
Proportion (%) of pupil premium eligible pupils	20.5% (Y7-11, Dec 2021)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	22.10.21, <i>updated 21.4.22</i>
Date on which it will be reviewed	1.10.22
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	£ 190,844
Recovery premium funding allocation this academic year	£ 28,047
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 218,891

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

Our strategy has remained the same with partial school closures, because the challenges facing our students have been the same. However the focus has adapted to meet changing circumstances, e.g. a focus on removing the digital divide during partial closure and an increased focus on literacy on a return to school. The extra funding for covid catch up has also been used to extend our wave 3 interventions.

2021-2 is the first year of our current 3 year strategy, although the foci on literacy and overcoming financial barriers are not new. The elements of our pupil premium strategy which have been most successful so far have been those wholly within the school's capacity, e.g. improving teaching and learning strategies. We have seen small successes in areas affected more by external factors, such as home learning and participation in extra-curricular events, but not as much as we would like, so we have adapted our approach in these areas this year.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. 'Attainment gap' is not addressed as a single challenge, rather we challenge the different risk factors which are the main causes of an attainment gap in our school.

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: 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. This digital divide was exacerbated during the partial school closure.</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>
3	<p>Respect.</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>
4	<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 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>

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. 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	Improved reading ages, focusing on those currently with a reading age below chronological expectation Teaching and Learning QA demonstrates PRISE is embedded within normal classroom practice DEAL is an embedded part of form time Y7-10 Individual or small group interventions have helped accelerated progress in reading and literacy
2. Excellence. All students are successfully using home learning to support, consolidate and extend classroom learning including effective revision for assessments and exams	All requests for digital support have been met Targeted students attend homework club 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 Reduced number of 'missed or incomplete homeworks' recorded, especially amongst disadvantaged Increased use (by students and parents) of edulink, our online platform for home learning and school communication system
3. 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	Behaviour data shows smaller or no difference in levels of sanctioning 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 School receives an Anti-Racist School Award
4. 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	Increased participation by disadvantaged students in curriculum trips, extra-curricular trips, clubs and practices 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. Reduced attendance gap/higher attendance by PP students (target of 95%).

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: £ 84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Excellence: Improve literacy 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: WAccelerated Reader and Guided Reading in Y7 and Y8</p> <p>Wave 1: Focus for whole school T and L development (HT3)</p> <p>Wave 3: NTP focus on literacy with Y7 external tutors and Y7-11 School Led Tutoring</p> <p>CPD: Alex Quigley's 'masterclasses'</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: 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>EEF impact of homework</p> <p>Rosenshine's Principles of Instruction</p>	2
<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 - CPD given to all new staff and student teachers so they are familiar with our PP strategy 	<p>EEF Effective Professional Development Guidance Report</p>	4

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Excellence. Wave 3: NTP weekly tutoring for 40 Y11s (started in Y10, June 2021) in English Language or Maths to support students adversely affected by partial school closure (and snacks for students working after school) 40 current Y10s begin May 2022	Impact of NTP last year; Action Tutoring NTP impact statement EEF Impact of school closure	1
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)	Impact of NTP last year; Action Tutoring NTP impact statement	1
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 and numeracy (to start January 2022)	EEF Impact of tutoring	1
1. Excellence. Literacy. Reading intervention: Wave 3: Paired reading (6 th form with identified Y7/8)	Evidence to support promotion of reading for pleasure	1
3. Aspiration. Targeted careers support Wave 2: Prioritised career interviews and follow up support Extended options interviews in Y9	CEC evidence review: effective careers interventions for disadvantaged young people	4
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 3: supervised study lessons, extra session teaching revision strategies, stationery pack to support revision	Research school evidence based revision strategies	1

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>4.Aspiration. Overcoming financial barriers.</p> <p>Wave 2: Poverty Proofing all school initiatives</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: 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>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 3: Dignity and Respect interventions as needed</p>	<p>EEF guide to effective engagement with parents</p> <p>Runnymede School Report on Race, Education and Inequality</p>	3

[EEF guide to using your pupil premium funding effectively](#)

Total budgeted cost: £ 219,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We learnt from the first partial school closure and provided much more effective schooling for our disadvantaged students with the second school closure. For example, we used knowledge gained from pastoral support during the first closure to invite a much larger number of students into school, so they had support for learning and a regular structure to their day. Early in the second partial closure we were able to ensure every family requesting a laptop for home learning received one. School staff worked hard to support families to access vouchers replacing FSM during term time and holidays.

Catch up funds were used in part to employ extra pastoral support who helped to communicate with home to support well-being of students during partial closure and to help students use our online remote learning systems. Some students came in for 1:1 mentoring to help overcome technical problems. On return to school the pastoral support provided mentoring and catch-up sessions in school and helped to set up and run the NTP sessions. These measures will have supported the successful return to school of our vulnerable students at the end of the partial closure. Our attendance for 2020-1 was 92.9%, 90% for PP, above the national average.

The NTP sessions were successful, judged by student attendance after school and their feedback about how much the tutors had helped them to build confidence and skills. Analysis of TAGs of students involved does not give a clear picture, but students who engaged from the start achieved their target grades and some achieved 1-2 grades above their initial predicted grade. The cohort included many students who had struggled to engage with learning before, during and after partial closure and it is possible the impact of their pre-exam tutoring would have been clearer if they had been assessed in a final exam rather than TAGs.

Some of the catch-up funds available were given to curriculum leaders to spend to support disadvantaged students. Some provided extra taught sessions, others paid for extra revision materials or resources to use for home learning.

The plan to promote literacy was disrupted by the partial school closure: without lessons in school students lost 25 hours a week of modelling language and to ensure accessibility home learning was necessarily simpler in its language than texts usually used in school. Plans to develop disciplinary literacy could not be carried out because of a loss of CPD time and a necessary shift in focus to effective home learning. This

year we will double our efforts with literacy but focus on the two strategies of academic reading strategies (PRISE) and reading for pleasure.

At the start of the academic year, we aimed for a P8 (for PP students) of +0.3 and for at least 64% of PP students to achieve 5 standard passes (at/above national average.) We were likely to achieve this if schooling had not been interrupted. In TAGs, our PP students had a P8 of and 61.9% of PP achieved 5 standard passes. Our focus on Maths and English was effective: 69% of PP students achieved 4+ in English and 73.8% of students achieved 4+ in Maths. Next year it will be important to support other subjects to achieve the 5 passes and to raise the overall P8 score: our 2020 estimated P8 was 0.37 whole school, -0.09 for PP and 0.49 for non-disadvantaged. When this PP cohort was in Y10 teacher predictions were at 0.16.

Progress was made in our first steps towards becoming an Anti-Racist School. We conducted student, parent and staff voice to enable a thorough and accurate audit of the experience at our school through the lens of race. A Senior Teacher was appointed to head lead that work and significant professional development was undertaken to improve our knowledge and understanding. A presentation was made to the governors, gaining their support for the planned work. As a result, a comprehensive strategy was written for work to begin this academic year, with significant improvements planned to governance and leadership, curriculum, hidden curriculum, pedagogy, school environment, parent and community relationships.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NTP English and Maths support for GCSE students	Action Tutoring
NTP 1:1 support for vulnerable students	Targeted Provision
NTP Small group literacy intervention KS3 and KS4	Fresh Start
NGRT Reading tests	GL assessments

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional activity

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

- Ensuring a positive school environment, calm return to school and clear school expectations to support learning and well being after a disrupted year (Teaching and Learning HT1)
- Embedding more effective practice around knowledge and retention (HT2). [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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.