

Pupil premium strategy statement – Egguckland Community College (WeST)

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (KS3 and KS4)	935
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year)	2022/2023 - 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Heather Lilley- Principal
Pupil premium lead	Angus Calderwood- Assistant Principal
Governor / Trustee lead	WeST Nominee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,464
Recovery premium funding allocation this academic year	£59,522
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£303,986

Part A: Pupil premium strategy plan

Statement of intent

1. Fostering a firm belief in the potential of each student to excel at the highest standards is at the core of our philosophy, grounded in the principle of **assessment over assumptions**.
2. We firmly reject the notion that social or financial disadvantages should impede a young person's opportunities for success. Instead, we focus on high quality teaching and learning to ensure all students, regardless of background, are challenged to meet our **high expectations**.
3. We leverage all available funding sources and educational strategies, we are committed to eliminating obstacles to achievement for our students through universal intervention based on **need, not label**.
4. Nurturing self-belief and recognising the untapped potential within each student is a cornerstone of our approach. We consciously **challenge lazy stereotypes**, promoting an environment that champions all learners, especially those more vulnerable.
5. Our support aims to instil a sense of pride in every student's accomplishments and to inspire a continuous aspiration for even greater achievements. Inclusive education, for us, is about making sure routines and practices are in place for all, reinforcing our commitment to **championing the success of every student**.

'EVERYONE CAN'

Challenges

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

Challenge number	Detail of challenge																																
1	<p>Less likely to make expected progress through secondary school</p> <p>The attainment of disadvantaged students at KS4 does not match that of their peers. This is also true of progress.</p> <table border="1"> <thead> <tr> <th></th> <th>Dis 5+En and Ma</th> <th>Non Dis%+En and Ma</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>20%</td> <td>30%</td> <td>10%</td> </tr> <tr> <td>2022</td> <td>23%</td> <td>27%</td> <td>4%</td> </tr> <tr> <td>2023</td> <td>26%</td> <td>30%</td> <td>4%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Dis P8</th> <th>Non Dis P8</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>-0.69</td> <td>-0.33</td> <td>0.37</td> </tr> <tr> <td>2022</td> <td>-0.4</td> <td>-0.1</td> <td>0.3</td> </tr> <tr> <td>2023</td> <td>-0.73</td> <td>-0.27</td> <td>0.46</td> </tr> </tbody> </table>		Dis 5+En and Ma	Non Dis%+En and Ma	Gap	2019	20%	30%	10%	2022	23%	27%	4%	2023	26%	30%	4%		Dis P8	Non Dis P8	Gap	2019	-0.69	-0.33	0.37	2022	-0.4	-0.1	0.3	2023	-0.73	-0.27	0.46
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2	<p>Weak Literacy & Reading</p> <p>KS3 data indicates that disadvantaged pupils have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>2022 Yr 7 entry: Dis at Expected Reading 58% (Av SAS 96) Non dis at Expected Reading 70% (Av SAS 105)</p> <p>2023 Y7 Entry: This is supported by NGRT data.</p>																																
3	<p>More likely to require pastoral support</p> <p>Our assessments, observations and discussions with students and families have identified social and emotional issues for many disadvantaged students, such as anxiety and low self-esteem. This can lead to disaffection, a lack of self-regulation and disengagement.</p>																																
4	<p>Lower Attendance</p> <p>Attendance among disadvantaged students has been lower than for non-disadvantaged students by around 3% and by around 8% for persistent absentees.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4,	Between 2019 and 2022 the gap between disadvantaged did narrow but is still evident. By 2024 this should be zero in terms, attainment, and progress.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate significant improvements in scores for the disadvantaged. We intend that the attainment gap is tackled during KS3 so that it no longer exists at KS4.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of engagement by 2024 as demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • A reduction in the percentage of behavioural sanctions applied to disadvantaged students.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%. • The percentage of persistent absence among disadvantaged pupils being no more than 1% lower than their peers.

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: **£ 194,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Half termly Quality Assurance Cycles on Curriculum Teams, with an explicit focus on PP.</p> <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p>	<p>EEF Pupil Premium Menu</p> <p>Mastery Learning- EEF Toolkit</p>	<p>1, 2</p>
<p>AP employed with explicit focus in championing the experience PP students have at ECC. Outcomes still the number one priority</p>	<p>Senior Leaders with responsibility for the quality of outcomes of students means that there is accountability being driven</p>	<p>1</p>
<p>Associate Assistant Principal employed to improve quality of outcomes at KS4 for PP students</p>		
<p>Reduction in class sizes for English, Maths and Science throughout KS3 and KS4</p>	<p>The EEF suggests that smaller classes impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p>	<p>1,2,3</p>

	In addition, the gains can be enhanced if there is a possibility for small group work.	
Purchase of standardised diagnostic assessments through our Trust – GL Assessment.	Standardised tests (NGRT, CATs etc) can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
Developing metacognitive and self-regulation skills in all pupils. The work of the staff in the ‘Compass’ enhance this.	Teaching metacognitive strategies to students can be an inexpensive method to help pupils become more independent learners. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1, 3
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Continued employment of the Literacy Lead. This person now sits permanently as part of the College’s leadership team	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 2
Homework (ClassCharts) & associated seating plan/behaviour package to ensure that staff at all levels are aware of all sub-groups, including disadvantaged students, in their classes and that up to date performance data is always available. Class Charts notes function to be utilised by staff to enable them to know every child (with an explicit focus on Pupil Premium students) in each class and plan for their needs.	EEF toolkit- Homework- EEF +5 Months EEF toolkit- Individualised Instruction- EEF +4 Months USING DIGITAL TECHNOLOGY- Guidance Report Technology and other resources focussed on supporting high quality teaching and learning- Pupil Premium Menu	1, 2, 3

Staff to set frequent and meaningful homework that builds on prior learning, incorporates retrieval practice and is interleaved to support		
Overhaul of tutor programme. Guided reading programme to ensure students are read to seven times for a duration of twenty minutes over two weeks.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 2

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

Budgeted cost: **£29,522**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the School Led Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 4
Small group interventions by existing members of staff to address gaps in learning. Specifically, in English and Maths		
Deployment of Purple Ruler- online tutoring programme for PP students		
NGRT testing in Year 7, 8 & 9	USING DIGITAL TECHNOLOGY- Guidance Report Technology and other resources focussed on supporting high quality	2

	teaching and learning- Pupil Premium Menu	
Reading/ phonics intervention programme. Use of TA's to implement reading strategy as directed by AAP for Literacy.	IMPROVING LITERACY IN SECONDARY SCHOOLS- Guidance Report Reading Comprehension strategies- EEF toolkit Phonics- EEF Toolkit	2
KS4 targeted intervention on English & Maths 5+%	Small Group Tuition- EEF Toolkit One to one tuition- EEF Toolkit	1, 2
Effective Teaching Assistant deployment within the classroom. Comprehensive Teaching Assistant CPD programme led by new Director of SEND	Teaching Assistant Interventions	1, 2, 3

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

Pastoral Care

Budgeted cost: **£80,464**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Attendance/support officers are appointed to improve attendance – including a lead teacher.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Attendance Interventions, Rapid Evidence Assessment- EEF	4
The 'Compass' provision and a robust Behavior Policy	Attainment and progress are underpinned by the learning environment. Ensuring that the College	3,4

	is 'disruption free' benefits the whole community including students who are disadvantaged,	
Period 6 for Year 11 students	Extending school time- EEF toolkit	1, 2
Academic and Pastoral Mentoring program. Two dedicated staff members to conduct regular mentoring sessions with students in need of support and intervention.	Mentoring- EEF Toolkit	2, 3, 4
Behaviour Coaching interventions. Weekly behaviour coaching sessions conducted with selected students.	Improving Behaviour in Schools: Evidence Review 2019	1, 3, 4,

Personal Development

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of new Character Curriculum once a week during tutor time.	Jubilee Centre Social Mobility and its Enemies- Lee Elliot Major An Unequal Playing Field- Social Mobility Commission 2019	1, 2, 3, 4
The wider curriculum - the 'hinterland' Projects work The promotion of a wider curriculum for all students, including the disadvantaged.	<p>There is strong evidence that students' wider experience of the curriculum greatly enhances their learning. This could include internal, school based, activities e.g. curriculum projects, sports teams, clubs or external activities, including trips or visits.</p> Social Mobility and its Enemies- Lee Elliot Major An Unequal Playing Field- Social Mobility Commission 2019	1,3, 4
All PP students are supported to acquire a Work Experience	Aspiration Events- EEF Toolkit	1, 3, 4

placement to increase aspiration and ensure engagement.		
Allocation of directed time so that every staff member in the College is part of running an enrichment activity.	Clear benefits attached to being able to experience these opportunities, from social interaction to cultural experiences	3, 4
Activities week subsidy		3, 4
Finance support for PP families on visits and trips		
Finance support for PP families for peripatetic music lessons		

Total budgeted cost: £303,986

Part B: Review of the previous academic year (2022-3)

Outcomes for disadvantaged pupils

Intended outcome	Success criteria		
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4,	Between 2019 and 2022 the gap between disadvantaged did narrow but is still evident. By 2024 this should be zero in terms, attainment, and progress.		
December 2022	December 2023	December 2024	
Key stage 4 data suggests that, despite some strong individual performances, the progress and attainment of the school's disadvantaged students in 2021/22 was below that of their peers. P8= -0.4 E/M 5+= 23% E/M 4+= 50%	Key stage 4 data suggests that, despite some strong individual performances, the progress and attainment of the school's disadvantaged students in 2022/23 was below that of their peers. P8= -0.73 E/M 5+= 26% E/M 4+= 34% Decrease in P8 score for PP learners. However broadly in line with the drop off that the College displayed. Positive increase in 5+ basics of a 3% increase for PP students.	Significant improvements made in progress. E/M 5+ still stagnating. P8= -0.29 E/M 5+= 25% E/M 4+= 46.2% (this is a twelve percent increase on last year) The 'gap' now sits at 0.41. This is broadly in line with last year, however the average grade of students has increased to 3.61.	

Intended outcome	Success criteria		
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate significant improvements in scores for the disadvantaged. We intend that the attainment gap is tackled during KS3 so that it no longer exists at KS4.		
December 2022	December 2023	December 2024	
NGRT scores from 2021/22 required	NGRT retesting demonstrates clear impact that our Literacy programme is closing the gap at both mean	NGRT data can be cross referenced with a strong, coherent reading programme and	

	<p>SAS NGRT score and proportion of students <90.</p> <p>NGRT data can be cross referenced with a strong, coherent reading programme and evidence of an ambitious curriculum in place with Literacy at its core.</p>	<p>evidence of an ambitious curriculum in place with Literacy at its core.</p> <p>We continue to look for areas of improvement. PP data in Year 9 is concerning. However the appointment of a new intervention staff member to conduct interventions with students who are <90 SAS looks to address this.</p>
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NGRT Impact and Progress 2022-23

Year	NGRT SAS		NGRT <90	
	START	END	START	END
7				
7 PP				
8	101.8	102.4	30%	36%
8 PP	96	97	48%	38%
9	102.5	101.7	19%	16%
9 PP	97.9	98.61	26%	22%
10	97.53	100.8	25%	15%
10 PP	94.9	98.2	41%	23%

NGRT Impact and Progress 2023-24

Year	NGRT SAS		NGRT <90	
	START	END	START	END
7				
7 PP				
8	101.1	100.8	23%	22%
8 PP	94.2	98.9	39%	34%
9	102.4	102	36%	23%
9 PP	97	93.8	38%	45%
10	101.7	NOT TESTED	16%	NOT TESTED
10 PP	98.61	NOT TESTED	22%	NOT TESTED

Intended outcome	Success criteria	
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of engagement by 2024 as demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • a reduction in the percentage of behavioural sanctions applied to disadvantaged students. 	
December 2022	December 2023	December 2024
Enrichment offer not good enough and PP students not represented. Student voice suggests PP students disproportionately benefit from pastoral support- VIW/ KPG/ HOY Removals for PP students is in line with school percentages (27%) Pupil Premium students are disproportionately suspended more than their non-disadvantaged peers	Removals= 50.1% of students removed are PP. This is an increase from last year and is above College population percentage of 30%. Time outs= 46% PP. Above average for sub group of PP. However they are accessing appropriate support and intervention with pastoral support mentor and inclusion staff. Overall reduction of TO use on previous review window. Suspensions= 67% PP. Significantly higher than non PP peers.	Removals= 44.7% of students removed are PP. This has decreased by just over 5% from last year. Time outs= 36% PP This is a decrease of 10% from last year and is broadly in line with our population percentage of PP. Suspensions= 66% PP. Significantly higher than non PP peers.

Intended outcome	Success criteria	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%. • The percentage of persistent absence among disadvantaged pupils being no more than 1% lower than their peers. 	
December 2022	December 2023	December 2024
Absence among disadvantaged students was 3% higher than their peers in 2021/22 and persistent absence 8%	College attendance= 89.23% Non PP= 90.4% PP = 86.59%	College attendance= Non PP= 89.66% PP= 82.45%

<p>higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.</p>	<p>Gap has broadly remained the same between PP and non-PP. Which bucks the national trend and the gap growing.</p>	<p>The gap has increased to just over 7%. This is disappointing. Appointment of a dedicated member of LT to attendance to drive strategy forward.</p>
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Service Pupil Premium Funding

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>The allocation of SPP was for improving first quality teaching to ensure that those children able to make sustained progress.</p> <p>The SPP also goes to supporting pupils' attendance in enrichment programmes and participation in community events.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The SPP funding increased the cultural capital experiences of our Service children and ensure that they had the opportunity to participate in enrichment opportunities and community projects, allowing for these students to build relationships and feel a sense of belonging with members of the school community.</p>