

# 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)	874
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year)	2021/2022 to 2024/2025 (draft)
Date this statement was published	September 2022 (Updated with ratified outcomes in November 2022)
Date on which it will be reviewed	November 2023
Statement authorised by	Matthew Corrigan - Principal
Pupil premium lead	Angus Calderwood- Assistant Principal
Governor / Trustee lead	WeST Nominee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021/22 £265,106 2022/23 £244,464
Recovery premium funding allocation this academic year 2021/22 2022/23	£29,618 £59,522
Pupil premium (and recovery premium) funding carried forward from previous years	tba
<b>Total budget for this academic year</b>	<b>£303,986</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This has the greatest impact on closing the disadvantage attainment gap and will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged.

Our approach is, and will be, responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel.

## Challenges

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

Challenge number	Detail of challenge																								
1	<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> </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> </tbody> </table> <p>(Nat -0.55)</p>		Dis 5+En and Ma	Non Dis%+En and Ma	Gap	2019	20%	30%	10%	2022	23%	27%	4%		Dis P8	Non Dis P8	Gap	2019	-0.69	-0.33	0.37	2022	-0.4	-0.1	0.3
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2	<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>This is supported by NGRT data.</p>																								
3	<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>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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• A reduction in the percentage of behavioural sanctions applied to disadvantaged students.</li> </ul>
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"> <li>• The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%.</li> <li>• The percentage of persistent absence among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>

## 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><a href="#">EEF Pupil Premium Menu</a></p> <p><a href="#">Mastery Learning- EEF Toolkit</a></p>	1, 2
<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>In addition, the gains can be enhanced if there is a possibility for small group work.</p>	1,2,3
<p>Purchase of standardised diagnostic assessments through our Trust – GL Assessment.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Developing metacognitive and self-regulation skills in all</p>	<p>Teaching metacognitive strategies to students can be an inexpensive</p>	1, 3

<p>pupils. The work of the staff in the 'Compass' enhance this.</p>	<p>method to help pupils become more independent learners.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Employment of the Literacy Lead.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p>1, 2</p>
<p>Homework (ClassCharts) &amp; 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.</p> <p>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.</p> <p>Staff to set frequent and meaningful homework that builds on prior learning, incorporates retrieval practice and is interleaved to support</p>	<p>EEF toolkit- <a href="#">Homework- EEF +5 Months</a></p> <p><a href="#">EEF toolkit- Individualised Instruction- EEF +4 Months</a></p> <p><a href="#">USING DIGITAL TECHNOLOGY- Guidance Report</a></p> <p><a href="#">Technology and other resources focussed on supporting high quality teaching and learning- Pupil Premium Menu</a></p>	<p>1, 2, 3</p>

## 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
<p>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.</p> <p>Small group interventions by existing members of staff to address gaps in learning.</p>	<p>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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 4</p>
<p>NGRT testing in Year 7, 8 &amp; 9</p>	<p><a href="#">USING DIGITAL TECHNOLOGY- Guidance Report</a></p> <p><a href="#">Technology and other resources focussed on supporting high quality teaching and learning- Pupil Premium Menu</a></p>	<p>2</p>
<p>Reading/ phonics intervention programme</p>	<p><a href="#">IMPROVING LITERACY IN SECONDARY SCHOOLS- Guidance Report</a></p> <p><a href="#">Reading Comprehension strategies- EEF toolkit</a></p> <p><a href="#">Phonics- EEF Toolkit</a></p>	<p>2</p>

KS4 targeted intervention on English & Maths 5+%	<u>Small Group Tuition- EEF Toolkit</u> <u>One to one tuition- EEF Toolkit</u>	1, 2
Effective Teaching Assistant deployment within the classroom.  Comprehensive Teaching Assistant CPD programme	<u>Teaching Assistant Interventions</u>	1, 2, 3

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

Budgeted cost: **£80,464**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> 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.  <u>Attendance Interventions, Rapid Evidence Assessment- EEF</u>	4
The wider curriculum - the 'hinterland' Projects work  The promotion of a wider curriculum for all students, including the disadvantaged.	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.  <u>Social Mobility and its Enemies- Lee Elliot Major</u>  <u>An Unequal Playing Field- Social Mobility Commission 2019</u>	1,3, 4
The 'Compass' provision and a robust Behaviour Policy	Attainment and progress are underpinned by the learning environment. Ensuring that the College is 'disruption free' benefits the whole community including students who are disadvantaged,	3,4



Period 6 for Year 11 students	<u>Extending school time- EEF toolkit</u>	1, 2
Academic and Pastoral Mentoring program. Two dedicated staff members to conduct regular mentoring sessions with students in need of support and intervention.	<u>Mentoring- EEF Toolkit</u>	2, 3, 4
Behaviour Coaching interventions.  Weekly behaviour coaching sessions conducted with selected students.	<u>Improving Behaviour in Schools: Evidence Review 2019</u>	1, 3, 4,
All PP students are supported to acquire a Work Experience placement to increase aspiration and ensure engagement.	<u>Aspiration Events- EEF Toolkit</u>	1, 3, 4

**Total budgeted cost: £303,986**

## Part B: Review of the previous academic year (2021-2)

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged students during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged was -0.4 (National - 0.55) For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 36.9 (National 37.5) See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for students and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged students (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged students in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

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.

Nationally the gap between the Progress 8 and Attainment 8 scores of disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. Whilst 2019 and 2022 should not be directly compared (see above), the data does suggest that our gap is narrowing slightly but with much more to do. With Progress being slightly above national for 2022 with attainment slightly below.)

EBacc entry in 2022 for disadvantaged students was only 2 (5%) students. MFL is the limiting factor. This figure for 2024 will be improved following enhanced advice and guidance with 14 (25%) students.

Absence among disadvantaged students was 3% higher than their peers in 2021/22 and persistent absence 8% 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.