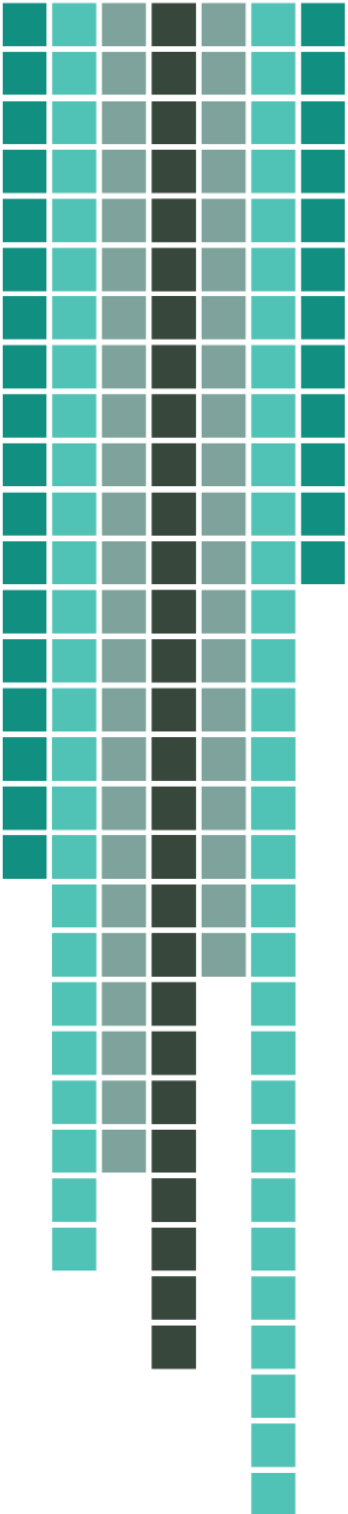




Eggar's School

Pupil Premium Impact/Strategy Statement



2019 - 2020

Reviewer	SENCo
Review date	September 2019
New review	September 2020



Eggar's School Pupil Premium Fund Strategy Statement 2019/2020

1. Summary information					
School	Eggar's School				
Academic Year	2019/20	Total Pupil Premium Fund	£135,000	Date for next internal review of this strategy	09.20
Total number of pupils	960	Number of pupils eligible for Pupil Premium Fund		136	

1. GCSE exam attainment and expected attainment pathway of Pupils in 2018-19 at Eggar's School		
	20 Pupils eligible for Pupil Premium Fund	Pupils not eligible for Pupil Premium Fund
% achieving Grades 4 – 9 in GCSE English & maths	50%	70.7%
% achieving Expected Attainment Pathway in GCSE English / maths	55% English / 50% maths	77.4% / 78.9%

2. Barriers to future attainment for all pupils eligible for Pupil Premium and Pupil Premium Plus Funds

Known barriers to learning in school (*issues which require action inside school, such as low literacy and numeracy levels*)

A.	<p>Factors indicating that intervention is immediately required from Teachers and our Individual Needs team to ensure that the secondary curriculum is accessible.</p> <p>In Yr7 40 pupils (20.61%) are eligible for Pupil Premium and Pupil Premium Plus Funds and 32 pupils have Key Stage 2 SATs reading score and 35 pupils have a maths score below 100. In Yr8 33 pupils (16.41%) are eligible for Pupil Premium and Pupil Premium Plus Funds and 27 pupils have Key Stage 2 SATs reading score and 37 pupils have a maths score below 100.</p> <p>Factors indicating that intervention is immediately required from Teachers and our Individual Needs team to ensure that the exam curriculum is accessible.</p> <p>In Yr9 34 pupils (16.58%) are eligible for Pupil Premium and Pupil Premium Plus Funds. Based on recent data we predict these students to achieve GCSE results for comparative exams half a grade lower than non- disadvantaged pupils.</p> <p>In Yr10 27 pupils (17.41%) are eligible for Pupil Premium and Pupil Premium Plus Funds. Currently we predict 254 total GCSE grades / Average Point Score 4.53 / 14 Pupils are On Track and 6 Pupils are Below Track to meet Expected Attainment Pathway.</p>
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	In Yr11 38 pupils (18.53%) are eligible for Pupil Premium and Pupil Premium Plus Funds. Based on recent data 25/36 pupils were recorded by Teachers as having Positive Progress Data with an Average GCSE grade of 4.89.	
B.	The average GCSE grade for pupils who are eligible for Pupil Premium and Pupil Premium Plus Funds is one to one and half grades lower than their non-disadvantaged peers with similar KS2 starting points.	
C.	Pupils who are eligible for Pupil Premium and Pupil Premium Plus Funds can experience reduced; confidence, self-belief, curiosity, engagement, resilience, resourcefulness and perseverance in learning	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Poor attendance of pupils who are eligible for Pupil Premium and Pupil Premium Plus Funds group	
E.	Reduced recent experiences building extensive cultural capital desirable to access and meet higher attainment levels in contemporary curriculum	
F.	Recently reduced access to contemporary technology in the home desirable to meet recommended online additional hours of learning	
3. Desired outcomes for Disadvantaged Pupils receiving Pupil Premium Fund (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Basics measure 5 plus GCSEs including English & maths grade 4 and above in line with their non-disadvantaged peers	Difference diminished
B.	progress toward expected attainment pathway in line with their non-disadvantaged peers (SISRA / FFT data)	Difference diminished
C.	attendance in line with non-disadvantaged peers (Centrally reported data)	Difference diminished
D.	subject progress score in line with subject progress score reported nationally (SISRA / FFT data)	Difference diminished
E.	average GCSE grade less than half a grade below their disadvantaged peers (SISRA / FFT data)	Difference diminished
F.	rapidly improving literacy and numeracy ages in Key Stage 3	Increase 2019 termly
G.	pupils and parent engagement in line with non-disadvantaged peers (Internal register of attendance to events kept)	Increase on 2018/19
H.	pupils attended comprehensive afterschool learning programme for Homework, masterclasses and revision (Internal register)	Increase on 2018/19
I.	pupils experience a range of comprehensive cultural experiences beyond the classroom (Trips and Visits log)	Increase on 2018/19
J.	pupils experience increased representation in sports participation (Internal register of attendance to events kept)	Increase on 2018/19
K.	increased number of pupils access private musical tuition in line with their non-disadvantaged peers	Increase on 2018/19
L.	pupils experience comprehensive and effective Information Advice and Guidance programme (Careers and PPD curriculum)	Increase on 2018/19
M.	pupils' enrolment to higher education courses in line with non-disadvantaged peers (Internal and Post 16 records)	Increase on 2018/19

4. Planned expenditure for Academic Year 2019-2020

Academic year		2019-2020			
Headings below show how schools use the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget demands
Rapid progress in reading and numeracy for all pupils with Key Stage 2 Scores below 100 including those who are Disadvantaged.	<p>Quality first teaching by subject specialist.</p> <p>Support of teachers in Individual Needs for PP with EHCP and learning barriers.</p> <p>Key Stage 2 Age Related Scores below 90, the least able & Disadvantaged students with low levels of literacy to receive Intervention.</p> <p>Reading mentors recruited, trained and reading.</p> <p>CATs, LUCID and GL Assessments employed to plan diagnostic intervention.</p>	<p>EEF Sutton Trust Tool Kit</p> <p>Feedback +8</p> <p>One to One +5</p> <p>Individualised instruction +3</p> <p>Learning Styles +2</p> <p>Peer tutoring +5</p> <p>Reading comprehension +6</p> <p>Small group Tuition +4</p> <p>Phonics +4</p>	<p>Robust and timely use of KS2, CAT and Lucid and GL data to place pupils in suitable intervention programmes.</p> <p>Impact assessed throughout the years in Progress Reviews and Summer GL assessments.</p>	<p>Curriculum Leader</p> <p>Individual Needs & SENCO Assistant.</p> <p>Curriculum Leaders English, maths and Science departments</p> <p>KS3 Lead AHT overview during Line</p>	<p>CATs £2394</p> <p>GL £6822</p> <p>SENCO £12500</p>

<p>Rapid progress to close the gap and diminish the difference in attainment and progress at GCSE</p>	<p>Targeted CPD to enable all teachers to support academic rigour in all lessons. Particularly 5 NQT Teachers.</p> <p>PP Champion attendance at PP National Conference</p> <p>In school Teaching and Learning focus: QUEST: questioning, understanding, explanation, scholarly attitudes, test and asses.</p> <p>Increased revision programme in 2019-2020 provided by all subject areas.</p> <p>3 Pupil Premium Champions appointment on TLR3 projects for 2019-2020</p>	<p>EEF Sutton Trust Tool Kit</p> <p>Feedback +8</p> <p>Digital Technology +4</p> <p>Extended school time +2</p> <p>Homework +5</p> <p>Digital Learning +4</p> <p>National PP Conference</p>	<p>CPD every Wednesday of the year.</p> <p>Department Assessment opportunities to accurately moderate learning and plan for intervention increased three-fold.</p>		<p>Leading Edge SSAT membership £3000</p> <p>3 Pupil Premium Champions £10500</p> <p>Attendance at PP National Conference £400</p> <p>NQTs in maths, Science, MFL & English. £1050 Training Programmes with LEARN Alliance TSA</p>
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KS4 GCSE results of Disadvantaged pupils <0.5 of a grade difference to non-disadvantaged pupils.	Provision of on-line revision packages SENECA Raising Achievement Team meeting every Wednesday P4. Curriculum Leader GCSE Team meeting every Thursday 8am.	SSAT Leading-Edge research and programmes National PP Conference Multiple research centres including EEF, TDA,	Open, robust analysis of progress tracking data and timely interventions in place as required: Teacher Class Analysis, Annual Self Evaluation Process, Performance Management, Middle Leadership reviews of data, Department reviews of data Raising Achievement Team Reviews Curriculum Leader GCSE Team Reviews	English and Science lead teachers	SENECA £1800 English and Science Leading Teacher appointments. £11700
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ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget demands
Improve resilience, engagement & motivation in school life for all pupils and focusing on the pupils in the Disadvantaged group	Transition planning and meetings 2 Deputy Head Teachers IAG Careers AHT with overview of Inclusion and Alternative Curriculum Sparsholt Education with dedicated TA to accompany and transport in school minibus	EEF Sutton Trust Tool Kit Individualised instruction +3 Feedback +8 Outside learning +4 Teaching assistants +1 Small group tuition +4	Teachers must know our focus group well (SIMs, Seating Planner Wednesday am briefings) Promotion of the focus group from 3 newly appointed Pupil Premium Champions. Excellent channels of communication through tutors back through progress leaders to Senior Leaders	Middle Leader responsible for SEN and transition Secondee AHT responsible for Eggar's Experience weeks	Alternative Provision Sparsholt and Future Skills Centre £21000

(Improved Parent Engagement of Disadvantaged group)	<p>Future Skills Centre education programme</p> <p>Elkolet Alternative Provision support</p> <p>Secondee AHT responsible for Eggar's Experience weeks</p> <p>AHT with overview and 3 House Leaders</p> <p>Eggar's Experience 10 weeks 50 clubs</p> <p>Lecture Club IAG opportunities</p> <p>Alton College masterclass programme</p> <p>Deputy Head Teacher Budget overview for sundries:</p> <p>School Uniform funding</p> <p>Educational trips and visit funding</p> <p>Sports participation and equipment f</p> <p>Music participation funding</p> <p>SUN aspirational visits to universities</p> <p>Work experience organisation</p> <p>Inclusion</p> <p>Lunches and / or breakfast funding</p>	<p>Sports participation +2</p> <p>Arts participation +2</p> <p>Social and emotional learning +4</p> <p>Aspiration interventions</p> <p>Collaborative learning +5</p> <p>Extended school time +2</p> <p>Homework +5</p> <p>Digital Learning +4</p> <p>Summer School +2</p> <p>Southern Universities Network opportunity experiences</p>	<p>Excellent channels of communication through classroom teachers to curriculum leaders to Senior Leaders.</p> <p>Regular Progress Reviews that focus in department on the attainment and progress toward outcomes, Wednesdays.</p> <p>Monitoring and follow up of parental engage with school pupil support systems (SMHW, EPraise etc) and parental attendance at school meetings and events in line with other parents.</p> <p>Show my Homework online</p> <p>Data rich seating planner</p> <p>Priority careers advice and guidance</p> <p>Positive recruitment for Prefects, Peer Mentors, House Captains, Student Voice activities</p> <p>Staffed lunchtime and after school homework club</p> <p>Staffed vulnerable student afterschool HW club</p> <p>Epraise rewards and motivation</p> <p>Positive discrimination in Rewards and certificates</p> <p>Positive discrimination for post cards home</p> <p>Variety of communication methods</p> <p>Flexible parents' evening times</p>	<p>AHT with overview and 3 House Leaders</p> <p>AHT with overview of Inclusion and Alternative Curriculum</p> <p>5 Progress Leaders</p> <p>2 Deputy Head Teachers</p> <p>3 Pupil Premium Champions</p>	<p>Sundries £10000</p> <p>Free School meals £12000</p>
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<p>Improved resilience and attendance of Disadvantaged group</p>	<p>Residential Trips Support (as requested)</p> <p>Sparsholt & Future Skills Centre</p> <p>Dedicated Attendance officer Greater tutor involvement in attendance monitoring School breakfasts and lunches Regular phone calls home Disadvantage focus in weekly attendance/ safeguarding meetings Assembly focus Positive advertising of Eggar's Experience events Positive discrimination of certificates, phone calls, post cards and Epraise points. Alternative provision for those at risk of permanent exclusion. Links with outside agencies including service agreement with Educational Psychology department & Alton Buckle fund. Peer mentoring for year 7 pupils Increase work related leaning for some</p>	<p>Multiple DfE and Sutton Trust research all highlight the link between poor attainment and poor attendance.</p>	<p>Detailed attendance knowledge at tutor level Weekly attendance foci at Progress Leader weekly meetings and timely interventions and support put in place where necessary. Phone call home on first day of non-reported absence.</p>	<p>Attendance officer reporting to Deputy Head Teachers /Progress Leaders / Tutors / Local Authority / Inclusion Managers / Legal Panel representatives</p> <p>Attendance Officer</p> <p>New Inclusion and Alternative Provision Manager</p> <p>Newly promoted school DSL.Inclusion Mentor</p>	<p>Residential Visits £3500</p> <p>Newly Appointed DSL Inclusion Mentor £22664</p> <p>Attendance Officer £10000</p>
Total budgeted cost					£129330

5. Review of expenditure in 2018-19					
Academic year		2018 – 19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
iii. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budgeted costs and review date
Rapid progress of those students whose Key Stage 2 Age Related Scores below 90 and the least able & Disadvantaged students with poor literacy.	<p>Quality first teaching by subject specialist.</p> <p>Support of specialist teacher in Individual Needs</p> <p>Key Stage 2 Age Related Scores below 90, the least able & Disadvantaged students with poor literacy to have Literacy to receive Intervention and catch up</p> <p>Peer Reading mentors recruiting, training and retaining</p> <p>Battery of assessments to help target individuals CATs, Lucid testing and GL Assessments and measure progress</p>	<p>EDF Sutton Trust Tool Kit</p> <p>Feedback +8</p> <p>One to One +5</p> <p>Individualised instruction +3</p> <p>Peer tutoring +5</p> <p>Reading comprehension strategies +6</p> <p>Small group Tuition +4</p> <p>Phonics +4</p>	<p>Students selected for intervention using robust and timely use of KS2, CAT and Lucid data.</p> <p>Pupils put onto a selection of suitable interventions to ensure maximum coverage and impact. Measured through-out the year with each TPR data drop and Summer GL assessments.</p>	<p>English, maths and individual needs departments.</p> <p>DH for KS3</p> <p>DH and LTs responsible for CPD</p>	<p>September 2019</p> <p>37,000.00</p> <p>32,000.00</p> <p>178.00</p> <p>1,320.00</p>

	<p>Read and Write Gold home licence</p> <p>Targeted CPD to enable all teachers to support academic rigour in all lessons and staff encouraged to engage with recent research</p>	<p>Digital Technology +4</p> <p>Collaborative learning +5</p>			<p>6,500.00</p> <p>76,998.00</p>
<p>Raised levels of attainment and progress in KS3 English and maths for Disadvantage group</p>	<p>Quality first teaching by subject specialist.</p> <p>Battery of assessments to help target individuals CATs, GL Assessments and measure progress</p> <p>Times table rock stars</p> <p>Targeted CPD to enable all teachers to support academic rigour in all lessons and staff encouraged to engage with recent research.</p> <p>Parental curriculum information events and sharing of GL outcomes.</p> <p>Assistant Progress Leader appointments to support progress focus and monitoring in KS3</p>	<p>EDF Sutton Trust Tool Kit</p> <p>Feedback +8</p> <p>Digital Technology +4</p> <p>Collaborative learning +5</p> <p>Individualised instruction +3</p>	<p>English and maths departments each have dedicated KS3 lead teachers to lead and offer support, monitor curriculum, teaching and learning.</p> <p>Open, robust analysis of progress tracking data and timely interventions in place as required.</p> <p>Robust department use of GL Assessment outcomes. Information shared with parents and where appropriate, students.</p>	<p>English, maths and individual needs departments. English and maths KS3 lead teachers</p> <p>Progress Leaders</p> <p>DH for KS3</p> <p>DH and AHTs responsible for CPD</p>	<p>87.00</p> <p>1,051.00</p>

<p>KS4 GCSE results of Disadvantaged students <0.5 of a level difference to non-disadvantaged students.</p>	<p>Quality first teaching by subject specialists.</p> <p>Provision of on-line revision packages, Show My Homework and all required revision materials</p> <p>Marking only weeks and mark first philosophy to enable very best feedback and time to respond and reflect</p> <p>Bespoke timetable for a small number of students to include Sparsholt College with an accompanying TA</p> <p>Targeted group of student to attend Bordon Skills Centre with a view to an apprenticeship</p> <p>Targeted CPD to enable all teachers to support academic rigour in all lessons and staff encouraged to engage with recent research</p> <p>Additional progress focused tutor groups in year 11 lead by experienced progress leaders.</p> <p>After school homework / revision provision</p>	<p>EDF Sutton Trust Tool Kit</p> <p>Feedback +8</p> <p>Peer tutoring +5</p> <p>Small group Tuition +4</p> <p>Individualised instruction +3</p> <p>Homework +2</p> <p>Collaborative learning +5</p> <p>Learning Styles +2</p> <p>Digital technology +4</p>	<p>Open, robust and timely analysis of KS4 progress data and any necessary interventions put in place, shared and monitored at a department level.</p> <p>Directed mandatory revision sessions.</p> <p>Regular feedback to middle leaders to share in lines.</p>	<p>All curriculum leaders.</p> <p>Progress leaders</p> <p>DH for KS4</p> <p>DH and AHTs responsible for CPD</p>	<p>3,673.00</p> <p>3208.00</p> <p>15520.00</p> <p>4442.00</p> <p>27,981.00</p>
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Total budgeted cost					104,979.00
iv. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budgeted costs and review date
Improve engagement & motivation in school life for Disadvantaged group	Transition planning and meetings Eggar's Experience Sparsholt and dedicated TA to accompany and transport. Bespoke Timetable and middle leader to champion Trips and visit funding, along with equipment and music funding Motivational and aspirational visits to universities Master classes Work experience Lunches and / or breakfast Show my Homework and Epraise Data rich seating planner Priority careers advice and guidance	EDF Sutton Trust Tool Kit Individualised instruction +3 Feedback +8 Outside learning +4 Teaching assistants +1 Small group tuition +4 Sports participation +2 Arts participation +2 Social and emotional learning +4 Aspiration interventions Collaborative learning +5 Extended school time +2 Homework +5 Digital Learning +4 Summer School +2	All teachers know our focus group well (PP News, SIMs, Seating Planner etc) Excellent channels of communication through tutors back through progress leaders to Senior Leaders Excellent channels of communication through classroom teachers to curriculum leaders to Senior Leaders. Regular Progress focused meeting.	AHT with overview of House	2,152.0
				AHT with overview of inclusion	
				Progress Leaders	
				DHs	14,568.00
					800.00

	<p>Positive recruitment for Student Voice activities and representation.</p> <p>Staffed Lunchtime and after school homework club</p> <p>Staffed Vulnerable student afterschool homework club</p> <p>Epraise</p> <p>Positive discrimination in Rewards and certificates</p> <p>Positive discrimination for post cards home</p> <p>Funded trip for two Disadvantaged students to visit Ghana</p> <p>Alumni link on website encouraging PP leavers to visit and inspire others during careers week.</p>				<p>327.00</p> <p>2,000.00</p>
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Improved resilience of Disadvantaged group	<p>Links with outside agencies including service agreement with Educational Psychology department and contribution to Alton Buckle fund.</p> <p>Peer mentoring for year 7 pupils</p> <p>Increase work related leaning for some</p> <p>Inclusion manager</p> <p>2 ELSAs</p> <p>Young Carers group</p> <p>Resilience Lunch club - (Year 7)</p> <p>Epraise points</p> <p>Positive discrimination in Rewards and certificates</p> <p>Positive discrimination for post cards home</p> <p>Increased House activity participation</p> <p>All PL DSL trained</p>	<p>EDF Sutton Trust Tool Kit</p> <p>Individualised instruction +3</p> <p>Behaviour interventions +3</p> <p>Mentoring</p> <p>One to one tuition +5</p> <p>Peer tutoring +5</p> <p>Social and emotional learning +4</p> <p>Teaching assistants +1</p>	<p>Students have access to timely interventions and relationships with outside agencies remain positive.</p> <p>The difference in Disadvantaged students' attendance and attainment is diminished.</p>	AHT responsible for overview of Diminishing the Difference and liaison with outside agencies	4,352.00
				AHT with overview of House	
				AHT with overview of inclusion	2,175.00
				Progress Leaders	
DH	1250.00				
Total budgeted cost					38,325.00
					£143,302.00

v. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budgeted costs and review date
Improved Parent Engagement of Disadvantaged group	Transition planning and meetings Uniform fund Variety of communication methods Regular feedback Meet the tutor days Flexible parents' evening times	EDF Sutton Trust Tool Kit Parental engagement +3 Research of the University of Missouri-Columbia February 2017, referenced by Marc Rowland's research for Rosendale Research Project with HCC	Monitoring and follow up of parental engage with school pupil support systems (SMHW, EPraise etc) and parental attendance at school meetings and events in line with other parents.	Tutors reporting to PL PLs reporting to DH	1,770.00 184.00
				Total budgeted cost	£145,259.00
				PP Grant	£132,000.00
					(13,259.00)