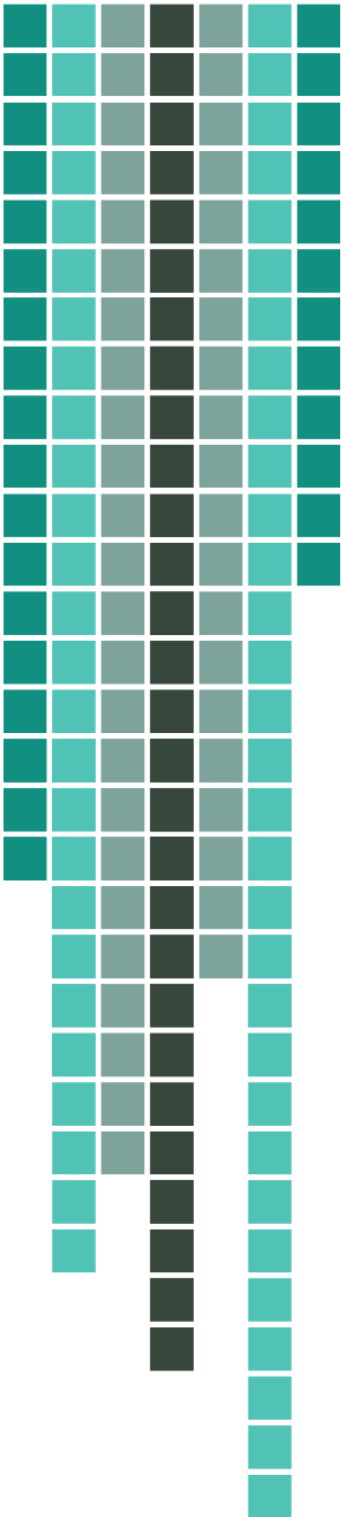




Eggar's School

Pupil Premium Strategy Statement 2022 - 2025



Reviewer	Chris Legg
Review date	December 2022
Next review	October 2023

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	Eggar's
Number of pupils in school	842
Proportion (%) of pupil premium eligible pupils	19.7%
Academic year/years that our current pupil premium strategy plan covers	21/22 – 24/25
Date this statement was published	Dec 22
Date on which it will be reviewed	Oct 23
Statement authorised by	Mr Sullivan
Pupil premium lead	Mr Legg
Governor / Trustee lead	Mrs Keen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156338 approx.
Recovery premium funding allocation this academic year	£41000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£197338 approx.

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate intention is to empower and prepare all students regardless of their background or contextual challenges, for a rapid and developing world, equipping them with a sense of responsibility, respect, and a lifelong enthusiasm for learning. We believe that ambition, experiences, belonging, and achievement go hand in hand; and therefore, aim for all students to make good progress and achieve high attainment in all subjects.

We aim to provide a stimulating learning environment with the highest standards of teaching so that all students can achieve their full potential. High quality teaching, for all pupils, has been proven to have the greatest impact on closing the attainment gap for disadvantaged learners. Through our whole school T&L policies (QUEST and Eggar's Learner) we aim to deliver exceptional teaching, to increase the attainment of disadvantaged students alongside the sustained improvement of their non-disadvantaged peers.

Disadvantaged pupils have been disproportionately impacted by national lockdowns. Our range of targeted support strategies, such as the National Tutor Programme, aim to support learners in need of discreet catch up intervention. Our targeted strategies focus on both academic and pastoral interventions for supporting learners.

Our strategy aims to support students in all aspects of school life; we strongly believe in the importance of student participation and contribution to school, in and out of the classroom. Our wider strategies aim to support students attend school, be part of our school community and participate in a range of Eggar's Experiences.

We acknowledge that each disadvantaged students' context, challenges, and effective support are different. Our approach should be analytical, adaptive, and responsive to the challenges and individual needs of our students, informed by robust diagnostic assessments. Our whole school approach relies on all staff taking responsibility for disadvantaged student outcomes and raising expectations of all learners. We know our students very well; we understand their unique challenges and remain resolute in providing bespoke support for all students.

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged students' attainment in KS4 exams is lower than peers.</p> <p>In 2022 disadvantaged students achieved on average 2 grades below their peers. 0 disadvantaged students achieved 7+ in English and maths, compared to 27 peers. English and maths gaps are notable for standard and strong passes. The attainment gap for EBAC subjects is 2.3 and for the OPEN subjects it is 2.02</p> <p>In 2019 the English attainment gap (APS) was 1.56, in Maths 2.01, EBAC 2.41 and OPEN 2.11.</p>
2	<p>Disadvantaged students' vocabulary range, reading comprehension and writing skills are, on average, weaker than those of their peers.</p> <p>On entry to Year 7 in Sept 2022, of our 21 students qualifying for the Pupil Premium, 9 scored below 88 for verbal reasoning in CATS (43%). The range considered 'average' is 88-100. By comparison, of the 133 non-disadvantaged students, 16 scored below 88 for verbal reasoning in CATS (12%).</p> <p>In 2022 exams disadvantaged students were 1.58 (APS) behind peers, compared to a gap of -1.12 nationally (collaboration data)</p>
3	<p>Disadvantaged students' performance in Maths is generally lower than peers.</p> <p>Observations and assessments (GL/CATS) in KS3 show that disadvantaged students are generally lower than their peers in all areas but most notably in algebra. 'On entry' assessments over the last 3 years indicate that 50-55% of our disadvantaged students arrive below age related expectations compared to 20%-25% of their peers.</p> <p>In 2022 exams disadvantaged students were 1.95 (APS) behind peers, compared to a gap of 1.23 nationally (collaboration data)</p>
4	<p>Disadvantaged students' wellbeing is generally worse than peers.</p> <p>Teacher feedback, student voice and discussions with pupils suggest that wellbeing has been impacted by partial school closures, more notably for disadvantaged pupils. We know this to be the case nationally also.</p> <p>Engagement with home learning, participation in EE, attendance and other pastoral feedback indicate that disadvantaged pupils currently struggle disproportionately to engage in our wider school provision compared to peers.</p> <p>In our 2022 student survey, 10 out of 65 felt that school was rewarding their work, 35% said they were 'sometimes' rewarded.</p>
5	<p>Disadvantaged students' struggle with self-regulation and lack metacognitive competence.</p> <p>Student voice, home learning statistics and teacher feedback shows that disadvantaged students struggle with self-regulation and lack metacognitive competence.</p> <p>Teacher feedback suggest that disadvantaged students struggle with resilience, starting tasks, structuring their learning, understanding areas of weakness, managing independent tasks/learning and problem solving.</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
Improve attainment of disadvantaged pupils in KS4 examinations.	In 2024/25 KS4 outcomes disadvantaged pupils achieve or exceed their FFT20 targets for average point score in English, Maths, EBAC and OPEN subjects.
Improve literacy among disadvantaged students in KS3: oracy, reading fluency and comprehension, and writing.	End of Y8 GL assessments and progress reviews demonstrate improved reading ages and writing skills among disadvantaged students which is at least as great if not greater than the degree of improvement made by their non-disadvantaged peers. All disadvantaged students without SEN achieve a minimum of 'Developing' in English.
Improve core numeracy skills among disadvantaged pupils in KS3.	End of Y8 GL assessments and progress reviews demonstrate improved Mathematical competencies among disadvantaged pupils. The gap between disadvantaged students and their peers is smaller.
Improve the wellbeing of disadvantaged pupils, leading to higher participation, engagement, and attendance.	Student voice, teacher feedback, parent surveys, attendance (96%), participation (EE) and other sources show a sustained improvement to the wellbeing of disadvantaged pupils.
Improve the metacognitive and self-regulatory skills among disadvantaged pupils.	Teacher feedback, home learning stats (80%+), Satchel One reports, and class observations show an improvement to the metacognitive and self-regulatory skills of disadvantaged pupils.

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: £80545.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve formative assessment across all subject areas through the SSAT Embedding formative Assessment CPD programme.	In June 2021 the EEF reported that 'done well', feedback "supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be" https://tinyurl.com/5cc4bvex	1,2,3
Enhance the quality of teaching for all pupils, through comprehensive professional development. 2022/23 focus on disadvantaged, challenge and learning attitudes.	In October 2021 the EEF report on professional development supports that "high quality teaching can narrow the disadvantage gap" https://tinyurl.com/yckvc7ex	1,2,3
Embed and enhance the Eggar's Learner to support and improve metacognitive and self-regulatory skills.	The EEF Teacher Toolkits suggests that developing metacognitive and self-regulatory skills can have a high impact (7 months) on pupil progression. https://tinyurl.com/2rua3urt	5
Embed and enhance the Eggar's QUEST (T&L) Improve dept monitoring to inform improvements.	The EEF Teacher Toolkit suggests that mastery (5 months), feedback (6 months), collaborative learning (5 months) and individualised instructions (4 months) can have a notable impact on pupil learning. See EEF Teacher Toolkit	1,2,3
Review/redevelopment of whole school curriculum; intent, vision, principles, and long/medium term documentation.	Schools are advised to focus on high quality curriculum development and resourcing. A broad, balanced, relevant, and inclusive curriculum is key for ensuring all students succeed. See EEF Evidence brief and associated links	All
Purchase and use of standardised assessment systems.	If used effectively standardised testing can ensure accurate strategic planning, adaptive teaching and aid with evidence informed decision making. https://tinyurl.com/58sxe8wm https://tinyurl.com/2s4btd3z	1,2,3
Improving literacy in all subject areas in line with EEF recommendations.	Improving reading comprehension and writing is key for students as they learn new, more complex concepts in each subject: https://tinyurl.com/2p8cxbe8	2
Improve the teaching of numeracy in maths and all other subject areas.	Effective discreet teaching of numeracy in Maths and across subject areas improves student numeracy competence and embeds core skills. https://tinyurl.com/2p8zj67k	3

Embed revised processes for setting and tracking of home learning provision	Home Learning supported by home learning clubs is shown to have a positive impact on pupils (5+ months). https://tinyurl.com/yckf9uer	1,2,3,5
Invest in technology to support high quality teaching and learning	Using technology to improve classroom practice, support with interventions, allow easy access to home learning and track pupils. See EEF Evidence brief	All

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

Budgeted cost:79733.95 (inc. 41000 for Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.	One-One (5 months) and small group tuition (4 months) can be effective methods for addressing knowledge gaps; especially for low attaining pupils. https://tinyurl.com/2p8kyc45 https://tinyurl.com/2p8pj8eh	1,2,3
Enhance special educational needs provision to better support SEND pupils across the school by developing space, capacity, and staff competencies.	One-One and small group provision, teaching assistant interventions etc are shown to be effective strategies for supporting SEND pupils. https://tinyurl.com/3f88ns23	1,2,3,5
Develop targeted KS3 support package, supporting pupils becoming primary ready. Led by Primary trained professional. Small group teaching in English/Maths.	In addition to the above, targeted support of this nature is supported by numerous EEF toolkit sections. Reading comprehension, smaller groupings, individualised instructions, small group tuition, parental engagement etc are all addressed by this activity. See EEF Toolkit	All
Introduce bespoke Y9 subject option (SKY), to offer support for functional English/Maths and metacognitive/self-regulatory skills.	Small group tuition, targeted support and individualised instructions are shown to be effective strategies for raising achievement. SEE EEF Toolkit	All
Enhance extended curriculum offer to provide students with a more bespoke curriculum route, more suited to their interests/future goals	Adapting to the needs of individual students, allows for smaller groups, more practical learning, peer tutoring and helps to motivate. An increase in collaborative learning and mastery can be more easily facilitated. https://tinyurl.com/3mbdmbpy	4,5
Continue to develop PP specific leaders, aimed at strategic identification, intervention, and support for PP students (PP Team).	EEF have found that building leadership capacity of this nature is conducive to effective strategic implementation. https://tinyurl.com/2s4btd3z	All

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

Budgeted cost: £38450.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure rigorous monitoring and follow up of student attendance, led by Attendance Officer.	There is a clear link between attendance at school and poor academic performance. https://tinyurl.com/2p9b2udx	4,5
Expand/develop and embed enhanced student support services; to support students returning from partial school closures. Training of existing staff and expanding the team to support mental health and wellbeing provision.	Taking a coordinated approach pastoral support leads to improved student emotional health and wellbeing. https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	4,5
Expand and embed a fully comprehensive CIEG program for all years (inc. WEX for Y10)	We work to meet all GATSBY benchmarks. An effective CIEAG programme is important in helping students aspire, engage and plan for next steps. https://tinyurl.com/25naxjcb	4,5
Support disadvantaged students to engage with Eggars experience opportunities (travel, costs etc)	Physical activity (1 month), outdoor learning, metacognition (7 months), extending school time (3 months) and art participation (3 months) are known to support pupil progression. See EEF Teacher Toolkit	4
Improve student leadership opportunities in all years	Collaborative learning (+5 months), participation, strong peer role models and aspiration interventions are all supported by an effective student leadership programme https://tinyurl.com/3mbdmbpy	4,5
Introduce support processes for Ukrainian refugee children	Supporting EAL students and student with additional emotional and pastoral needs supports effective learning and links to positive outcomes in later life See EEF Evidence brief	All
Improve Y11 exam preparation and revision processes	Extending learning time and small group interventions are shown to be most effective when well structured, led and linked to curriculum. See EEF Evidence brief	1
Contingency fund for acute issues	Based on our experience and those of similar schools, we have identified the need to set aside some money to respond to activities not yet identified.	All

Total budgeted cost: £198,729.60

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data, SISRA and other internal assessments/student voice surveys.

For 2022, the Progress 8 score for our disadvantaged pupils was -1.06. For Attainment 8 it was 36.09. (SISRA Nov 22). Disadvantaged students achieved on average 2 grades lower than peers.

The 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 GCSEs in 2022, with adaptations such as advance information for pupils 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 pupils. The national Attainment 8 score for disadvantaged pupils 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.

EBacc entry for disadvantaged pupils was 12.9%, compared to 45.6% of peers. 43% of students nationally were entered for EBAC in 2021/22.

Internal assessment showed that the gap for reading and comprehension narrowed in 2021/22. We have updated our literacy focus this year, following review of our internal data as outlined earlier. Literacy development is now a school improvement priority. We have expanded our provision, supported by a new team of staff. We have also increased our 1:1 and small group intervention provision.

Internal assessments show that gaps are still present in numeracy competence for all mathematical areas. A whole school approach to numeracy teaching is under development, led by our Maths team. In Maths lessons a greater emphasis is being placed on core numeracy skills. We have increased our small group and KS3 intervention programmes to include numeracy.

Surveys, attendance, and behaviour data shows that there continues to be an increase in wellbeing related challenges for disadvantaged students post pandemic. We have expanded our wellbeing support provision, increased awareness, and adapted our PPD/Assembly programmes. We have expanded our student support team and updated our referral processes. Wellbeing support is a school improvement priority.

Self-regulation and metacognition remain a focus for our plan. Surveys, home learning, behaviour, and participation data shows that disadvantaged students are still behind peers. Improvements have been seen in home learning submissions and in some areas of our Eggar's experience programme. Our disadvantaged specific Eggar's experience clubs (e.g. Minecraft) were well received and attended. Other Eggar's experiences (music, sport etc) have seen an increase in disadvantaged participation.

Results show that in some areas of our strategic plan we are on track to achieve our intended outcomes (wellbeing, literacy); in other areas, most notably KS4 performance, we are not on track. We have reviewed our strategic plan and made changes to address this moving forward; as outlined earlier.

Externally provided programmes

Programme	Provider
NTP	Teaching Personnel

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<p>We currently have 22 pupils eligible for service pupil premium.</p> <p>Service pupils benefit from money invested in our student support team and have access to ELSA support as needed.</p> <p>A member of staff has been appointed to oversee responsibility for the well-being of service pupils and to be a contact point for their families.</p> <p>Service pupils can attend social gatherings in school once a month.</p> <p>In addition to the above, discreet strategies, service pupils benefit from having their needs met by the wider PP strategies implemented across the school.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Most service pupils attended a social event where they shared their experiences of being a service child and fed back that there was little understanding amongst their peers of what being a service child entailed.</p> <p>The service community have come together to plan a whole school event where we can celebrate the Armed Forces and consider the way service men, women and their families support our communities.</p> <p>Staff have a greater awareness of who the service pupils are and how they might need support.</p> <p>The service community is becoming more high profile within the school, for example at events like Remembrance Day where they got involved in lowering the flag and playing the Bosun's call.</p> <p>Parents of some pupils have become more engaged in school, using the appointed teacher as a contact point and a number have volunteered to take part in the celebration day and share their experiences.</p>