



# Eggar's School

## Pupil Premium Strategy Statement 2022 - 2025

Reviewer	Mrs Clarke
Approved by FTB	06.12.23
Next review	October 2024

## 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	857 / 181
Proportion (%) of pupil premium eligible pupils	21.12%
Academic year/years that our current pupil premium strategy plan covers	21/22 – 24/25
Date this statement was published	Oct 23
Date on which it will be reviewed	Oct 24
Statement authorised by	Mrs Holman
Pupil premium lead	Mrs Kinteh
Governor / Trustee lead	Linda Campbell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140, 243 approx.
Recovery premium funding allocation this academic year	£43, 332
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£183, 575 approx.

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Our ultimate objectives for our disadvantaged students are to achieve and attain a broad and balanced suite of GCSE outcomes and a Post 16 destination. Therefore, we intend to be ambitious and to prepare students, regardless of their background, as active and empowered members of society in the 21<sup>st</sup> Century. We intend to develop their sense of responsibility, respect, and a lifelong enthusiasm for learning. To aspire, achieve and belong is the foundation on which students make progress and attain well.

Our current Pupil Premium Strategy works towards achieving our objectives by challenging and supporting students in a stimulating learning environment, as high-quality teaching has the greatest impact on closing the attainment gap for disadvantaged learners. Through our whole school Teaching and Learning policies and weekly Continuing Professional Development, (QUEST and Eggar's Learner) we intend to focus on the progress of disadvantaged students alongside the sustained improvement of their non-disadvantaged peers.

Pupil Premium students have been disproportionately impacted by the COVID pandemic. Using targeted support strategies, such as the Eggar's Experience, Student Support Services, The Hub (school within a school) Reading Plus and the National Tutor Programme, we provide bespoke intervention. Our targeted strategies focus on both academic and pastoral interventions, in and out of the classroom, encouraging students to aspire, belong and achieve.

The key principles of our strategy plan are to take in to account each student's contextual challenges and offer bespoke support. Our approach is diagnostic based on data, analytical, adaptive based on relationships, and responsive. Our approach insists that staff take responsibility for disadvantaged student outcomes and raising expectations for all learners. We know our students very well and have created a team around the student to respond to their needs.

## Challenges

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

Challenge number	Detail of challenge																	
1	<p>The attainment outcomes for disadvantaged students' in KS4 exams is lower than peers.</p> <table><tr><th>MEASURE</th><th>ALL 197</th><th>DISADVANTAGED 28</th></tr><tr><td>Average Attainment 8 grade</td><td>4.94</td><td>3.63</td></tr><tr><td>Achieving Positive P8 in all 4 baskets</td><td>59</td><td>2</td></tr><tr><td>Average Attainment 8 grade in Open pot</td><td>4.85</td><td>3.40</td></tr><tr><td>Average Attainment 8 Ebacc grade</td><td>4.90</td><td>3.70</td></tr></table>			MEASURE	ALL 197	DISADVANTAGED 28	Average Attainment 8 grade	4.94	3.63	Achieving Positive P8 in all 4 baskets	59	2	Average Attainment 8 grade in Open pot	4.85	3.40	Average Attainment 8 Ebacc grade	4.90	3.70
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2	<p>The vocabulary range, reading comprehension and writing skills of disadvantaged students are, on average, lower than those of their peers.</p> <p>In 2022 – 2023, in the disadvantaged group, Year 7 data shows, 10 students (47%) making negative progress in English compared with 1 student (3%) the year before.</p> <p>In the disadvantaged group, Year 8 data shows that, the gap remains in English, as the average grade for disadvantaged students is 'Developing' while the average grade for their peers is 'Secure'. We do not notice a significant gap in age related reading scores for pupil Premium students and for non-Pupil Premium.</p> <p>In 2023 Yr11 English Language GCSE outcomes for the disadvantaged group there was a gap of -1.03 (Average Point Score).</p>																	
3	<p>Disadvantaged students' performance in Maths is generally lower than peers.</p> <p>In 2022–2023, KS2 average maths scaled scores were 104.00, and for disadvantaged students 103.31</p> <p>The gap continues in KS3 as data shows that disadvantaged students are generally lower than their non-disadvantaged peers in all areas of maths but notably in numeracy skills.</p> <p>In 2023 Yr11 maths outcomes for all students were 5.09 (Average Point Score), in the disadvantage group a gap exists of -0.95</p>																	
4	<p>Disadvantaged students' wellbeing is generally a greater barrier to school.</p> <p>Data gathered from teachers, student voice and discussions with students in inclusion services, suggest that wellbeing in the disadvantaged group is generally more of a barrier to school than for their non-disadvantaged peers.</p> <p>Engagement with home learning, participation in Eggar's Experience and low attendance indicates that students in the disadvantaged group are disproportionately challenged to engage in our school provision compared to non-disadvantaged peers.</p> <p>The gap continued to increase between all students completing home learning and disadvantaged students throughout the year ending with a gap of 10% on average. In early 2023 our disadvantage student survey showed that 22% of students didn't enjoy school, and a number said that if they needed further explanation and help they didn't always ask a teacher.</p>																	
5	<p>Disadvantaged students' experience more significant barriers to self-regulation and effective metacognition compared to their non-disadvantaged peers.</p>																	

	<p>Student voice, home learning statistics, data gathered on learning walks and teacher feedback shows that disadvantaged students lack perseverance, resilience and are less resourceful than their non-disadvantaged peers. They experience greater challenge when structuring their learning, understanding their areas for development, managing independent revision and problem solving.</p>
6	<p>Disadvantaged students' attendance is lower than their peers</p> <p>In 2022 – 2023, on average disadvantaged student attendance was 84.4% which was much lower than we expect and is very much below the government target of 95%. Whole school attendance was 88.7% last year, and this signifies that disadvantaged students attend less often than their peers.</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 student in KS4 examinations.	In 2024/25 KS4 outcomes disadvantaged students achieve or exceed their FFT20 targets for average point score in English, Maths, EBAC and OPEN pot subjects.
Improve literacy measures for disadvantaged students in KS3: average reading age, oracy, reading fluency and comprehension, and writing.	2023 - 2024 End of Year 8 New Group Reading Test (NGRT) 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. More disadvantaged students achieving Secure by the end of Year 8, in line with their non-disadvantaged peers.
Improve core numeracy skills among disadvantaged students in KS3.	End of Year 7 and Year 8 Progress Reviews show more disadvantaged students are achieving 'Secure' grades. They demonstrate improved mathematical competency in their numeracy assessments.
Improve the wellbeing of disadvantaged students, leading to higher participation, engagement, and attendance.	Student voice, teacher feedback, parent surveys, attendance data (96%), participation in Eggar's Experience enrichment programme show a sustained improvement to the wellbeing of disadvantaged students.
Improve the metacognitive and self-regulatory skills among disadvantaged students.	Teacher feedback, home learning statistics, Satchel One reports, and class observation show an improvement to the metacognitive and self-regulatory skills of disadvantaged students.
Improve the average attendance of disadvantaged students.	Average attendance of disadvantaged students to be in line with the government targets for all students.

## 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: £80, 545.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Improvement Plan priority: Led by Pupil Premium strategy lead. Though our continuing professional development programmes, develop effective support and challenge strategies for teaching students in the disadvantaged group.	The EEF Guide to Pupil Premium states, 'Ensure that professional development aligns with the needs of the school and is supported by school leadership.' We follow the recommended model of: A. Build knowledge B. Motivate teachers C. Develop teaching techniques D. Embed practice	1 & 5
School Improvement Plan priority: Led by Pupil Premium strategy group participants. Enhance the quality of teaching through continuing professional development programmes, focus on metacognition, high-quality in class interventions and engagement.	The EEF Teacher Toolkits suggests that developing metacognitive and self-regulatory skills can have a high impact (7 months) on pupil progression. <a href="https://tinyurl.com/2rua3urt">https://tinyurl.com/2rua3urt</a>	1, 4 & 5
School Improvement Plan priority: Led by Assistant Head Teacher for Teaching and Learning. Embed and enhance the Eggar's Learner traits; curious, perseverance, reflective, resourceful, creative.	In October 2021 the EEF report on professional development supports that "high quality teaching can narrow the disadvantage gap" <a href="https://tinyurl.com/yckvc7ex">https://tinyurl.com/yckvc7ex</a>	5
School Improvement Plan priority: Led by Assistant Head Teacher for Teaching and Learning. Embed and enhance QUEST (T&L). Improve department monitoring, with quality assurance weeks built into the calendar.	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
School Improvement Plan priority: Led by Assistant Head Teacher for Curriculum. Review/redevelopment of whole school curriculum; intent, vision,	Schools are advised to focus on high quality curriculum development and resourcing. A broad, balanced, relevant, and inclusive curriculum is key to ensuring that all students succeed. See EEF Evidence brief and associated links	All

principles, and long/medium term documentation.		
School Improvement Plan priority: Led by Key Skills Coordinator and Intervention Team. Purchase and use of standardised assessment system NGRT. Helping staff to interpret the data, and support students more effectively.	If used effectively standardised testing can ensure accurate strategic planning, adaptive teaching and aid with evidence informed decision making. <a href="https://tinyurl.com/58sxe8wm">https://tinyurl.com/58sxe8wm</a> <a href="https://tinyurl.com/2s4btd3z">https://tinyurl.com/2s4btd3z</a>	1, 2, 3
School Improvement Plan priority: Led by Lead Teacher for English and Key Skills Coordinator. Improving literacy in all subject areas in line with EEF recommendations, by the introduction of Eggar's Reads and targeted Reading Plus	Improving reading comprehension and writing is key for students as they learn new, more complex concepts in each subject: <a href="https://tinyurl.com/2p8cxbe8">https://tinyurl.com/2p8cxbe8</a>	2
School Improvement Plan priority: Led by Lead Teacher for maths. Improve the teaching of numeracy in maths and other subject areas.	Effective discreet teaching of numeracy in Maths and across subject areas improves student numeracy competence and embeds core skills. <a href="https://tinyurl.com/2p8zj67k">https://tinyurl.com/2p8zj67k</a>	3
School Improvement Plan priority: Led by Deputy Head Teacher. Embed all subject revision programme of Period 6 for Year 11, half term revision workshops, masterclasses and class intervention as well as homework clubs for KS3	Home Learning supported by home learning clubs is shown to have a positive impact on pupils (5+ months). <a href="https://tinyurl.com/yckf9uer">https://tinyurl.com/yckf9uer</a>	1, 2, 3, 5



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

Budgeted cost :£69, 333.95 (inc. 43,300 for Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Improvement Plan priority: Led by Lead Teacher for Disadvantaged Students and Deputy Head Teacher. Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for students whose education who have gaps in their learning.	One-One (5 months) and small group tuition (4 months) can be effective methods for addressing knowledge gaps; especially for low attaining pupils. <a href="https://tinyurl.com/2p8kyc45">https://tinyurl.com/2p8kyc45</a> <a href="https://tinyurl.com/2p8pj8eh">https://tinyurl.com/2p8pj8eh</a>	1, 2, 3
School Improvement Plan priority: Led by SENCO/Assistant SENCO. 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 are shown to be effective strategies for supporting SEND pupils. <a href="https://tinyurl.com/3f88ns23">https://tinyurl.com/3f88ns23</a>	1, 2, 3, 5
School Improvement Plan priority: Led by Key Skills Coordinator. Targeted KS3 support package, supporting pupils becoming secondary ready. Led by Primary trained professional. Small group teaching in English/Maths, and interventions groups.	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
School Improvement Plan priority: Led by Key Skills Coordinator. Embed bespoke Year 9/10 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
School Improvement Plan priority: Led by 14-16 Programme coordinator. Extended curriculum provides 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. <a href="https://tinyurl.com/3mbdmbpy">https://tinyurl.com/3mbdmbpy</a>	4,5
School Improvement Plan priority: Led by Lead Teacher for Disadvantaged Students and Teaching and Learning Responsibility position to lead focus on specific, targeted	EEF have found that building leadership capacity of this nature is conducive to effective strategic implementation. <a href="https://tinyurl.com/2s4btd3z">https://tinyurl.com/2s4btd3z</a>	All

strategies for identification, intervention, and support for disadvantaged (PP Team).		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33695.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Led by Assistant Head Teacher. Ensure rigorous monitoring and follow up of student attendance, led by Attendance Team.	There is a clear link between attendance at school and poor academic performance. <a href="https://tinyurl.com/2p9b2udx">https://tinyurl.com/2p9b2udx</a>	4,5
Led by Assistant Head Teacher. Expand student support services. Training of existing staff and expanding the team to support mental health, young carers and wellbeing provision. Coordinating the external agencies to offer bespoke support packages.	Taking a coordinated approach pastoral support leads to improved student emotional health and wellbeing. <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a>	4,5
Led by Deputy Head Teacher. Expand and embed a fully comprehensive Careers Information Education Advice and Guidance programme for all years (inc. WEX in Yr10 and KS3 & 4 1-1 personal Guidance)	We work to meet all GATSBY benchmarks. An effective CIEAG programme is important in helping students aspire, engage and plan for next steps. <a href="https://tinyurl.com/25naxjcb">https://tinyurl.com/25naxjcb</a>	4,5
Support disadvantaged students to engage with Eggar's Experience opportunities (travel, costs etc) Teaching and Learning Responsibility position to lead Eggar's Experience linked to PP Team.	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
Teaching and Learning Responsibility position to lead student leadership opportunities in all years, encourage a focus on PP student's participation.	Collaborative learning (+5 months), participation, strong peer role models and aspiration interventions are all supported by an effective student leadership programme <a href="https://tinyurl.com/3mbdmbpy">https://tinyurl.com/3mbdmbpy</a>	4, 5
Teaching and Learning Responsibility position to lead support processes for EAL and refugee students, including laptop provision and EAL tutoring.	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
School Improvement Plan priority: Led by Lead Teacher for Disadvantaged Students and	Extending learning time and small group interventions are shown to be most effective when well structured, led and linked to curriculum.	1

Teaching and Learning Responsibility position to lead on targeted interventions, for example Year 11 exam preparation and revision processes including use of Southern Universities Network Widening Participation Programme.	See EEF Evidence brief	
Led by Student Services. Contingency fund for support with trips, music lessons, stationery, and uniform.	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: £183, 575.00

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged students

This details the performance of our disadvantaged pupils in the previous academic year and explains how it has been assessed. We draw on:

Data from the previous academic year's national assessments and qualifications, 2022-2023, published in ISDR including school attainment and progress measures indicates that disadvantaged students achieved a -1.31 average attainment 8 grade below their peers. This is an improvement on 2021 – 2022 (-1.69) of +0.38.

No disadvantaged students achieved 7+ in English and maths. There is no improvement on the previous year and remains a School Improvement Priority.

In English the average point scores remain a notable gap in the disadvantaged group, -1.03. There is an improvement on the previous year (-1.37) although this remains a School Improvement Priority.

In maths, there remains a notable gap in the average point score for the disadvantaged group, (-0.95). However, there is a significant improvement on the previous year (-1.67). Regardless, this is a School Improvement Priority for 2023- 2024.

The percentage of all students entered for EBacc must be improved at Eggar's School. Last year it was 36% and this year it will be 13% in the year 11 results. We are adapting our option system to make Geography and /or History, French and /or Spanish mandatory GCSEs.

In the basics measure (English and maths 4+ and 5+ percentage outcomes) we do better than national outcomes for all students, but not as well for the disadvantaged group. Therefore, English and maths challenges remain a key focus of our Pupil Premium Strategy 2023-2024.

Literacy and oracy was a school improvement priority in the last year. We expanded our provision, appointed a new team, and purchased new reading resources. We also increased 1:1 and small group intervention provision, researched and trialled a new reading test (NGRT) that will be easier to interpret and for teachers to utilise.

Reading Plus was successfully introduced from Year 7 to Year 11 to support Pupil Premium students whose reading age was below their chronological age.

**57% Y7 PP students are using Reading Plus. Year 7 have used the program for 8 months and the average progress is 2.2 years. (Range is 1.1 years to 5.8 years) Students are excited to complete the challenges and the results are showing a positive impact.**

**Despite success** we have introduced Eggar's Reads for all students and created a new position of Raising Standards Lead in English.

In numeracy internal assessment gaps remain. These exist 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, by including specific numeracy skills **lesson each week.**

**The first half term's focus will be addition, with extension skills, questions and application for the more able students.**

We have increased our small group and KS3 intervention programmes to include numeracy from our SENCO and our Primary School qualified Catch-up mentor.

We continue to use and rely on recovery curriculum programmes from the National Tutoring Programme (external providers) In school we have invited 1-1 live tutors to join us to address any gaps or help support students achieve target grades for GCSE.

More students surveyed said they were happier at school and wanted to achieve top grades, more students also stated they would like to go on to university.

Surveys, attendance data, 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 provision, increased awareness, and adapted our PPD/Assembly programmes. We have expanded our student support team, created a wellbeing staff and student peer mentors and updated our referral processes.

We have physically separated Student Services KS3 and KS4. It is our mental health and well-being provision. It is now distinct from our Inclusion Hub setting where study for outlining groups will take place. They are different spaces with different personal in the lead. They spaces have distinct purpose and atmosphere. Both have a goal of inclusion that will raise academic outcomes.

High expectations of attendance and inclusion is a key school, priority, with wellbeing and praise forming part of this strand. Closer research on pupil premium students attending Eggar's Experience and being rewarded was completed by members of the Pupil Premium Team, with new strategies trialled.

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. Research, learning walks and surveys have been completed, reviewing how metacognitive our students are, what the understanding is

of staff and students to the term and this data has then been used to plan CPD for the new disadvantaged School Improvement focus group for 23/24.

SOCS, a new recording system for monitoring attendance of Eggar's Experience has been researched and trailed to be introduced to all staff in 23/24, this should give us more accurate data on attendance to clubs and we can accurately focus on encouraging any year 7 students who are not attending, to encourage them to see the benefits and gain more of a feeling of belonging to Eggar's School.

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

There are 22 pupils eligible for service pupil premium.

Service pupils benefit from money invested in our student support team and have access to ELSA support as needed.

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, offering mentoring support if required.

Service pupils can attend social gatherings in school if requested. (rather than once a month)

In addition to the above, discreet strategies, service pupils benefit from having their needs met by the wider PP strategies implemented across the school.

#### The impact of that spending on service pupil premium eligible pupils

Over the course of the year our designated teacher for Service families made contact with all the pupils and families. Parents felt comfortable making contact regarding any concerns or changes in circumstance. There were monthly opportunities for the service pupils to meet socially in a relaxed environment to share their experiences. Service family pupils were invited to attend additional careers opportunities with visitors from the Armed Forces. The designated teacher ensured that service pupils who wished to take an active role in selling poppies or celebrating Remembrance Day were able to.