

Belong. Aspire. Achieve.



Pupil Premium Statement Strategy Statement

2022-25

Reviewer:	CMC
Review date:	Oct 24
Next review:	Oct 25

Pupil premium strategy statement – Eggar’s School

This statement details our school’s use of pupil 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	784
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2022-2025 (Year 3)
Date this statement was published	Dec 24
Date on which it will be reviewed	Oct 25
Statement authorised by	Mrs S Holman
Pupil premium lead	Mrs C McCready-Williams
Governor / Trustee lead	Mrs J Keen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,422
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£157,500

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged students are to complete and attain highly in a broad and balanced suite of GCSE, leading to successful Post 16 Destinations. Therefore, we intend to be ambitious and to prepare students, regardless of their background, as active and empowered members of society in the 21st Century. We intend to develop their sense of responsibility, respect, and a lifelong enthusiasm for learning. To belong, aspire and achieve 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 Continuing Professional Development, we intend to focus on the progress of disadvantaged students alongside the sustained improvement of their non-disadvantaged peers.

The key principles of our strategy plan are to consider 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 pupils.

Challenge number	Detail of challenge															
1	<p>The attainment outcomes for disadvantaged students' in KS4 exams is lower than peers.</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>Non-Disadvantaged 160</th> <th>Disadvantaged 35</th> </tr> </thead> <tbody> <tr> <td>Average Attainment 8 Grade</td> <td>5.23</td> <td>3.81</td> </tr> <tr> <td>Achieving Positive P8 in all 4 baskets</td> <td>42/ 27.6%</td> <td>5/ 16.1%</td> </tr> <tr> <td>Achieving Attainment 8 grade in Open Pot</td> <td>81/ 53.3%</td> <td>10/ 32.3%</td> </tr> <tr> <td>Average Attainment 8 EBacc grade</td> <td>83/ 54.6%</td> <td>11/ 35.5%</td> </tr> </tbody> </table>	Measure	Non-Disadvantaged 160	Disadvantaged 35	Average Attainment 8 Grade	5.23	3.81	Achieving Positive P8 in all 4 baskets	42/ 27.6%	5/ 16.1%	Achieving Attainment 8 grade in Open Pot	81/ 53.3%	10/ 32.3%	Average Attainment 8 EBacc grade	83/ 54.6%	11/ 35.5%
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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 the 2024 Yr11 English Language GCSE, outcomes for the disadvantaged group showed a gap of -0.9 (Average Point Score).</p> <p>KS2 Data for reading shows that Year 7 Disadvantaged students achieved an average score of 103, compared to non-disadvantaged students who achieved an average score of 106. This is further supported by the NGRT Reading Data.</p> <p>NGRT Reading Data shows that 38% of disadvantaged students are below expected reading levels compared to 30% of their non-disadvantaged peers.</p>															
3	<p>Disadvantaged students' performance in Maths is generally lower than peers.</p> <p>In 2024 Yr11 Maths GCSE, outcomes for the disadvantaged group showed a gap of -1.07 (Average Point Score).</p> <p>KS2 Data for Maths shows that Year 7 Disadvantaged students achieved an average score of 103, compared to non-disadvantaged students who achieved an average score of 105.</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 their non-disadvantaged peers. This is supported by the Home Learning figures for 2023-2024 where on average 34 pieces of home learning was not submitted per disadvantaged student, compared to 18 pieces per non-disadvantaged student.</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>															

	Eggar's attendance data from last academic year, 2023-2024, shows that attendance for non-disadvantaged students was higher than attendance for disadvantaged students. Non-disadvantaged students' attendance for last year was 92.2%. The disadvantaged group attendance was 84.5%.
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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.	End of Year 8 (2024/25) 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 'secures 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 funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 78,750

Activity	Evidence that supports this approach	Challenge
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
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. https://tinyurl.com/2rua3urt	1, 4 & 5
Embed and enhance 'Every Child Known'	In October 2021 the EEF report on professional development supports that "high quality teaching can narrow the disadvantage gap" https://tinyurl.com/yckvc7ex	5
Embed & Enhance High quality learner experience for all. 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
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 to ensuring that all students succeed. See EEF Evidence brief and associated links	All

<p>Purchase and use of standardised assessment system NGRT. Helping staff to interpret the data, and support students more effectively.</p>	<p>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</p>	<p>1, 2, 3</p>
<p>Improving literacy in all subject areas in line with EEF recommendations, by the introduction of Eggar's Reads and targeted Reading Plus</p>	<p>Improving reading comprehension and writing is key for students as they learn new, more complex concepts in each subject: https://tinyurl.com/2p8cxbe8</p>	<p>2</p>
<p>Improve the teaching of numeracy in maths and other subject areas.</p>	<p>Effective discreet teaching of numeracy in Maths and across subject areas improves student numeracy competence and embeds core skills. https://tinyurl.com/2p8zj67k</p>	<p>3</p>
<p>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</p>	<p>Home Learning supported by home learning clubs is shown to have a positive impact on pupils (5+ months). https://tinyurl.com/yckf9uer</p>	<p>1, 2, 3, 5</p>

Targeted academic support

Budgeted cost: £39,375

Activity	Evidence that supports this approach	Challenge
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. https://tinyurl.com/3f88ns23	1, 2, 3, 5
Targeted KS3 support package, supporting pupils becoming secondary ready. 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
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
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. https://tinyurl.com/3mbdmbpy	4,5
Focus on specific, targeted strategies for identification, intervention, and support for disadvantaged.	EEF have found that building leadership capacity of this nature is conducive to effective strategic implementation. https://tinyurl.com/2s4btd3z	All

Wider strategies

Budgeted cost: £39,375

Activity	Evidence that supports this approach	Challenge
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. https://tinyurl.com/2p9b2udx	4,5
Expand student support services. Training of existing staff and expanding the team to support mental health, young carers 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 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. https://tinyurl.com/25naxjcb	4,5
Support disadvantaged students to engage with Eggar's 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, 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 https://tinyurl.com/3mbdmbpy	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
Targeted interventions, for example Year 11 exam preparation and revision processes including use of Southern Universities Network Widening Participation Programme.	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 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: £ 157,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data from the previous academic year's national assessments and qualifications, 2023-2024, published in ISDR including school attainment and progress measures indicates that disadvantaged students achieved a -1.42 average attainment 8 grade below their peers. This is a decline from 2022 – 2023 (-1.38) of -0.04.

4 disadvantaged students achieved 7+ Maths & 1 disadvantaged student achieved a 7+ in English Language. There is an improvement on 2022-2023 where no disadvantaged students achieved a 7+ in English or Maths. This does, however, remain a School Improvement Priority.

In English the average point scores remain a notable gap in the disadvantaged group, -0.9. There is an improvement on the previous year (-1.03) although this remains a School Improvement Priority.

In maths, there remains a notable gap in the average point score for the disadvantaged group, (-1.07). This shows a decline in results from 2022-2023 (-0.95). This is a School Improvement Priority for 2024-2025.

The percentage of all students entered for EBacc must be improved at Eggar's School. 2023-2024 this was 19.5% of all Year 11 students and 3.6% of Year 11 disadvantaged students. We have adapted our option system to make Geography and /or History, French and /or Spanish mandatory GCSEs. Though this will not show an impact on these figures until the results of the 2026 Year 11 cohort.

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 2024-2025.

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.

NGRT was successfully introduced in Year 7 & 8 to support Pupil Premium students whose reading age was below their chronological age. This was used alongside Reading Plus.

Data for NGRT last year shows Year 7 Pupil Premium students increased their standardised score on average 2.3 points. Non-Pupil Premium students increased their standardised score on average 2.9 points. NGRT Data for Year 8 showed that Pupil Premium students increased their standardised score on average 7.8 points. Non-Pupil Premium increased their standardised score on average 8.3 points

Data for Reading Plus in Year 7 shows that Pupil Premium students progressed through Reading Plus by 1.25 years. Non-Pupil Premium progressed through Reading Plus by 1.75 years. Data for Reading Plus in Year 8 shows that Pupil Premium progressed through Reading Plus by 0.9 years and Non-Pupil Premium progressed through Reading Plus by 1.3 years.

We have introduced Eggar's Reads for all students and created a new position of Raising Standards Lead to continue this improvement.

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

In the last academic year, we continued 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. For 2024-2025 we will move towards live tutors rather than continue with the National Tutoring Programme.

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.

We have expanded our wellbeing provision, increased awareness, and adapted our PSHE & Assembly programmes. We have expanded our student support team and revamped student services; we have continued to develop our wellbeing staff support and student peer mentors, and we have updated our referral processes.

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. We have introduced a sensory room to help students to self-regulate and decompress when required.

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 academic year.

SOCS, a new recording system for monitoring attendance of Eggar's Experience has been researched and trailed & was introduced to all staff in 23/24, this should give us more accurate data on attendance to clubs allowing us to accurately focus on encouraging year 7 students who were 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

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
NTP	Teaching Personnel

Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information: **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.