

## Pupil Premium (Disadvantaged) Strategy Statement 2019-2020

1. Summary information					
School	Edgbarrow School				
Academic Year	2019/20	Total PP budget	£88,285	Date of most recent PP Review	09/2019
Total number of pupils (Year 7 – 11)	1104	Number of pupils eligible for PP (Y7 – Y11 only)	111	Date for next internal review of this strategy	01/2020

### 2. Edgbarrow Schools Pupil Premium Intent

To ensure all Pupil Premium students at Edgbarrow school have the same positive educational experience as their peers and achieve personal and academic success, fulfilling their potential which prepares them for later life.

### 3. Last year's academic attainment for PP students

Data for KS4 - Year 11 2018-2019	Pupils eligible for PP <i>(will be replaced with national average when published)</i>	Pupils not eligible for PP <i>(will be replaced with national average when published)</i>
Percentage achieving 5 x Grade 9 - 4 incl. EM	42.11%	83.77%
Progress 8 score average	+0.02	+0.34
Attainment 8 score average	4.5	5.7

#### 4. Review of Expenditure

##### Academic Year 2019-2020

Desired outcome/ <u>Barriers</u> (Intent)	Chosen action / approach (Implementation)	What is the evidence of this approach? (Impact)	Evaluation																													
<p>To close the literacy and numeracy gaps for the highest and lowest ability. – There is a relationship between PP students and their lower SAT scores in Reading and Numeracy. This can be a barrier to their achievement.</p> <p>To ensure PP students achieve in line with other students nationally of similar learning starting points at KS3.</p>	<p>All teachers were aware of who the PP pupils are within their classes.</p> <p>Data to be closely monitored and tracked by HoY, PP team, data team and Raising standards team</p> <p>Interventions implemented such as Accelerated Reader for PP students to have access to at KS3.</p> <p>Smaller class sizes for Maths and English, particularly for 'low prior attainers'.</p> <p>PP LSA to support KS4 Maths and English lessons.</p>	<p><b><u>Overall PP results (Year 11 2018-2019)</u></b></p> <p>5 students GCSE Grade 9-4 incl English and Maths: 42%</p> <p>5 students GCSE Grade 9-4 best subject performance: 45%</p> <p>5 students GCSE Grade 9-4 best subject performance: 50% (-looked after children)</p> <p>65% of PP students achieved a 4+ in English Language</p> <p>50% of PP students achieved a 4+ in Maths</p> <p><b><u>Comparison of GCSE results Eng/Maths 4/5+</u></b></p> <table border="1" data-bbox="882 948 1431 1264"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">English &amp; Maths 4+</th> <th colspan="2">English &amp; Maths 5+</th> </tr> <tr> <th>PP %</th> <th>Non-PP %</th> <th>PP %</th> <th>Non-PP %</th> </tr> </thead> <tbody> <tr> <td><b>15/16</b></td> <td>66.7</td> <td>70.6</td> <td>27.8</td> <td>64.5</td> </tr> <tr> <td><b>16/17</b></td> <td>70.6</td> <td>91.7</td> <td>35.3</td> <td>65.6</td> </tr> <tr> <td><b>17/18</b></td> <td>73.3</td> <td>83.5</td> <td>60.0</td> <td>65.5</td> </tr> <tr> <td><b>18/19</b></td> <td>42.0</td> <td>86.0</td> <td>37.0</td> <td>68.0</td> </tr> </tbody> </table> <p>The table above identifies a gap between PP and non-PP students in their attainment in Maths and English. Our aim was to reduce any previous gaps with Maths and English attainment. (However, with last Year 11 cohort this was not achieved.)</p>		English & Maths 4+		English & Maths 5+		PP %	Non-PP %	PP %	Non-PP %	<b>15/16</b>	66.7	70.6	27.8	64.5	<b>16/17</b>	70.6	91.7	35.3	65.6	<b>17/18</b>	73.3	83.5	60.0	65.5	<b>18/19</b>	42.0	86.0	37.0	68.0	<p>There are significant positives to highlight when looking at outcomes for PP students in Year 11 last year, they include:</p> <ol style="list-style-type: none"> <li>4+ pass rate in English Language</li> <li>Every PP student 'grading' in all of their subjects</li> <li>PP Low Prior attainers attaining in line with pupils of a similar starting point.</li> <li>Success of individual students. (2 in particular cited later in the report)</li> <li>PP students achieving 'top grades'. 17 grades at 7-9.</li> </ol> <p>However, there are still areas of development that need addressing:</p> <ol style="list-style-type: none"> <li>Progress of high prior attainers compared to pupils of similar starting points</li> <li>Ensuring that PP predicted grades are accurate and reliably used to inform interventions</li> <li>Performance of low prior attainers and supporting them to achieve at least a grade 4. In particular in achieving grade 4s in both Maths and English.</li> </ol>
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**Overall Progress of PP students compared to non-PP students**

	P8 (2019)
LA PP	-0.09
LA Non PP	-0.06
MA PP	0.15
MA Non PP	0.42
HA PP	-0.49
HA Non PP	0.44

When analysing the gap between low, middle and high prior across all subjects it can be seen that low prior attainers achieved in line with other students at similar starting points to them. Middle ability students made positive progress overall. With a gap against non-PP students. The negative progress made by high ability students is related to one student who was educated off-site and out of the area since the Spring of Year 10. Without this one student P8 for high ability PP students would have been +0.06

It should be noted that all Year 11 PP students from last year graded in each of their examinations. No students failed to achieve a grade.

**Total Cost: £40,200**

Desired outcome/ <u>Barriers</u> (Intent)	Chosen action / approach (Implementation)	What is the evidence of this approach? (Impact)	Evaluation
<p>Pupils to meet course deadlines and submit good quality homework on time that progresses the PP students learning.</p> <p>Often PP students have external barriers to completing school work outside of school.</p>	<p>PP Co-ordinator and LSA role in school to track and monitor the progress of PP students and coordinate intervention where appropriate.</p> <p>Regular communication with class teachers to identified pupils.</p> <p>Subsequent follow-up check-ins with PP students who needed extra support</p> <p>In-class Support and/or 1:2:1 tuition from PP LSA for pupils requiring additional support.</p> <p>Attendance at Breakfast and Homework Club</p>	<p>Regular communication regarding PP students took place in a variety of forms last year. Through notices in briefing raised awareness of PP students and their needs, as well as Grade Maps meetings with the PP team, HoY, Student Support and the SEN department, where appropriate.</p> <p>The provision of additional support in class targeted at PP pupils to provide classroom support, help manage work expectations, organisation of work and time management. This took place mainly in Maths and English lessons. Also, the PP LSA worked with students on a 1:1 basis if they were following a personalised curriculum.</p> <p>Of the PP students invited, there was a 90% take-up rate of Breakfast and Homework Club. Attendance at Breakfast and Homework Club not only provided sustenance for a positive start to the day but also provided additional academic and SEMH support, allowing them to prepare for the day ahead and organise their work and time management.</p>	<p>Overall an effective use of the PP budget. The PP LSA/Co-ordinator monitors all PP students across the school, both for academic performance and personal development. They then coordinate with relevant staff, the student and parents to ensure they are supported appropriately.</p> <p>All PP students at KS4 completed coursework, which supported their outcomes in the relevant subjects.</p> <p>Breakfast Club and Homework Club provide PP students with a consistent environment to complete schoolwork, along with setting them up for the school day.</p> <p><b>Total Cost: £23,200</b></p>

Desired outcome/ <u>Barriers</u> (Intent)	Chosen action / approach (Implementation)	What is the evidence of this approach? (Impact)	Evaluation
<p>Pupils to access Student Support or external agencies for any SEMH needs.</p> <p>PP students may need additional support linked to their well-being and life outside school.</p>	<p>Over 50% of PP Pupils were seen in Student Support last academic year. The reasons for them accessing support from Students Support included behaviour support, workshops linked to personal development, mindfulness and well-being check-ups.</p> <p>With a very small number of PP students, we offered additional external support such as 1:1 tutoring, CAHMS referrals, school councillor, YoS referrals etc</p>	<p>Student Support is seen as a safe and calm space for many PP students to be in attendance in Student Support before school at break and lunch for certain PP students is very important in supporting them access the curriculum during the school day.</p> <p>For 6 KS4 PP students, in particular, the intervention linked to behaviour support was significant in helping them reintegrate themselves back into the main school and meet their grade targets.</p>	<p>Student Support is a vital part of the school for all students, not just PP students. With over 50% PP students accessing student support for some form of intervention last year and the impact those interventions had on supporting those students it is important PP students continue to use this resource.</p> <p><b>Total Cost: £10,000</b></p>

<b>i. Other approaches</b>			
<b>Desired outcome/<u>Barriers</u> (Intent)</b>	<b>Chosen action / approach (Implementation)</b>	<b>What is the evidence of this approach? (Impact)</b>	<b>Evaluation</b>
<p>Increased attendance rates of PP Students.</p> <p>PP students may not have the same aspirations or ability to attend school regularly.</p>	<p>Throughout the year the Attendance Officer informed the PP Department of the absence of any PP pupil for both AM and PM registration.</p> <p>Attendance Officer contacted home at the earliest opportunity to ascertain the reason for the pupil's absence.</p> <p>When attendance fell below 95% and 90% respectively HOY, Student Support, PP Dept and EWO worked together and implementing AAP's or other strategies to improve attendance</p>	<p>Attendance for PP students across the school last year was 93.5% slightly down on the school's average attendance for 96%. Years 7, 8 and 10 PP students all had attendance rates in-line with of above the rest of their peers. Year 9 and Year 11 were below the attendance rates of the rest of the year group.</p> <p>Years 9 and 11 were impacted by 2 students who were school refusing. They both had attendance figures below 60% and a considerable amount of support linked to the schools AAP policy, for those students and their families was put into place.</p>	<p>The school's systems ensure attendance of PP students remains high works, incredibly effective for all groups of students, but in particular for PP students.</p> <p>To be able to account for any issues in attendance figures to just two students is useful in celebrating the attendance success of PP students. It is well documented that attendance is a significant barrier to PP student's achievements at school.</p> <p>A significant impact of the interventions put into place for the Year 11 school refuser meant they attended all their GCSE examinations and had 1:1 tutoring before the exams. They graded in every single subject.</p> <p>Parental engagement is crucial for understanding the reasons for the pupil's absence and ensuring they are able to return to school as soon as they are able to do so. This should continue to be a target next academic year.</p> <p><b>Total Cost: £11,000</b></p>

<p>Challenging the aspirations of PP Pupils.</p> <p>Provide PP students with opportunities to access all parts of a subject's curriculum appropriately.</p> <p>Ensure barriers (such as costs) to extra-curricular activities are removed for PP students so that they can participate fully in wider school life, developing their cultural capital.</p>	<p>All Year 11 pupils received 1:1 mentor to provide additional support leading up to GCSE exams.</p> <p>All Year 10 and 11 PP students met regularly with their HoY and SLT link to discuss their progress after each grade report and support put in place as a result of this.</p> <p>Identified HAT Year 7 / 8 pupils are provided with the opportunity to study Latin.</p> <p>Music lessons were provided through Berkshire Maestros and school staff.</p>	<p>All PP pupils are provided with a mentor to discuss and support them throughout the last few months of their GCSE's. Mentors ensured pupils are attending revision sessions and are following a revision timetable in liaison with the HOY.</p> <p>Year 11 subject tutoring was offered to all PP students. With all PP students (80%) who had an element of underperformance identified, supported through extra tutoring. Attendance at these sessions was 85%. (The several students who did not identify as needing tutoring were all meeting or exceeding their target grades, but understood that they could have access to tutoring if they wished.) Tutoring took place for Maths and English and was particularly successful in ensuring low prior attaining students were able to achieve a grade in their GCSE. (All students achieved a grade.) 72% met or exceeded their aspirational target grade in English Language. 55% met or exceeded their aspirational target grade in Maths.</p> <p>Year 10 tutoring was actioned as a result of Year 10 PP meeting with students. Year 10 subject tutoring was offered to all PP students. With all PP students (85%) who had an element of underperformance identified, supported through extra tutoring English, Science and Spanish. (The several students who did not identify as needing tutoring were all meeting or exceeding their target grades, but understood that they could have access to tutoring if they wished.) Attendance at these sessions has been 95%. So far 35% of Year 10 PP students attending tutoring have seen their predicted grades increase.</p> <p>One Year 8 student was identified as needing Maths and English tutoring twice a week. The student's attendance at these sessions was 90% and in both subjects has seen a slight increase in his predicted grades as a result.</p> <p>Two PP students are studying Latin through links with Wellington College with the aim to complete the full GCSE in Year 11.</p> <p>Three PP students have music lessons. All Year 11 PP students had an Adviza career interview to support their options post 16. As a result, 100% of last year's PP students are in education or training.</p>	<p>There is a clear positive impact to be seen when evaluating the impact of 1:1 tutoring for PP students at Year 10 and Year 11. Whilst overall figures might suggest a gap in performance between PP and Non-PP. It is important to note that individual students achieved well and in line with their expected progress.</p> <p>Mentoring provided by staff also had a clear positive impact in helping to organise and support PP students.</p> <p>It is also positive to see certain PP students having access to Music lessons and potentially Latin GCSE. Experiences perhaps they would not have access to in their own lives.</p> <p>Destinations for 11 Year PP students is also a real positive: All students in E/E/T</p> <ul style="list-style-type: none"> <li>7 students – Edgbarrow Sixth Form</li> <li>2 Students – Bracknell and Wokingham College</li> <li>3 Students – BCA</li> <li>1 Student – Guildford and Basingstoke College</li> <li>2 Students – Reading College</li> <li>2 Students – Farnborough</li> <li>1 Student – College in Southampton</li> <li>1 Student – Silverstone apprenticeship</li> </ul>
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<p>Pupils have access to resources ensuring they can access subjects that require additional resources and are able to participate in school trips and visits.</p>	<p>PP families received PP Information Booklet upon either starting at the school or at the start of each academic year.</p> <p>The school provided extra financial support to students where there is a particular identified need</p>	<p>The school provided logo uniform items for three Year 7s.</p> <p>The PE department provided sports kit and equipment when needed to ensure PP students could participate in lessons fully.</p> <p>The school provided cooking ingredients to KS3 and KS4 PP students studying Home Economics.</p> <p>English purchase all PP students their own copy of literary texts.</p> <p>The school also help supported twelve Year 11 PP students with buying their outfits for Prom (a contribution) along with paying for their prom ticket and school yearbook.</p> <p>83% of all PP students last academic year attended at least one off-site field trip. With 96% of KS3 PP students attending at least one off-site field trip. Which included at KS3 trips including visits to the Natural History Museum, Cheddar Gorge, Holocaust Museum and Oakwood activity centre. The school contributes at least 25% of the cost of these trips.</p> <p>The remaining 17% were certain Year 10/11 students where there is less access to school visits due to the pressures of their school year.</p> <p>40% in Years 7 and 8 of PP students also attended the year group residential to Swanage and Osmington Bay. The school contributed significantly towards the cost of these trips and will look to support even more next year where possible to ensure this per cent increases.</p> <p>4 Year 10 PP students attended the Year 10 Ski trip.        3 Year 9 PP students completing their Bronze DoE.        3 Year 10 PP students completing their Silver DoE.</p>	<p>PP students are fully integrated into Edgbarrow School life. In school, there are no barriers to their learning. They have access to resources that ensure they can achieve and enjoy school along with the rest of the cohort.</p> <p>The significant number of student's part-taking in school trips, including residential is a real achievement. This type of extra-curricular activity is extremely important in giving PP students cultural capital and experiences that will support them later on in life and raise their self-esteem.</p> <p>Where possible next year we endeavour for all PP students to attend off-site activities. Particularly at KS3 whereby students should be attending at least one residential trip.</p> <p><b>Total Cost: £5,450</b></p>
<p><b>Total Expenditure: £89,950</b></p>			

### 5. Planned Expenditure for 2019-2020

Desired outcome/ <u>Barriers</u> (Intent)	Chosen action / approach (Implementation)	Who	Timescale	Evidence/Impact	Estimated Cost
<p>1. Academic Attainment and Progress for all PP students.</p> <p>2. PP students will meet or exceed their aspirational target grades.</p> <p>3. They will perform in line with peers at similar starting points to them.</p>	<p>Year 11 PP students to achieve a + P8 score as a cohort. Particularly linked to the progress of high prior attaining PP students in core subjects.</p> <p>This will be implemented by the Year 11 PP team at Raising Standards meetings, Tutor time, GradeMap meetings, staff training CPD, 1:1 tutoring, RS meetings with subjects, PP briefing sessions, smaller class sizes for low prior attainers, support from PP LSA during lesson time</p> <p>Year 10 PP students will also be having the same interventions as Year 11.</p> <p>KS3 PP students will be tracked by the PP team, the progress department, HoY in GradeMap meetings and classroom teachers. LPA KS3 students who are PP to have access to MFL withdrawal for reading support and small group work.</p>	<p>PP Team – MHU, ARO, DBI</p> <p>Year 11 RS Team – MBU, MJA, EPI, YKA + tutors, CGA, SKI, PMA</p> <p>Year 10 RS Team – DBI, JCO + tutors, CGA, SKI, PMA</p> <p>ARO, HoY, Tutors</p>	<p>September 2019 - May 2020</p> <p>September 2019 - May 2020</p> <p>September 2019 - July 2020</p> <p>September 2019 - July 2020</p>	<p>ASP report – October 2020 - +P8 score</p> <p>Individual student results</p> <p>Destinations of students</p>	£60,000
<p>4. PP students have the same educational experience as non-PP students at Edgbarrow School.</p> <p>5. PP students have access to all aspects of school life and there</p>	<p>Buying resources to support PP students in their learning and integration into school life. Such as books for English, revision guides at KS4, food technology ingredients, sports equipment.</p> <p>Ensure all PP students at KS4 have access to Adviza career appointments.</p>	<p>ARO, CSAs</p> <p>ARO, HoY, MHU, AGU</p>	<p>September 2019 - July 2020</p> <p>September 2019 - July 2020</p>	<p>PP students accessing the school's curriculum with no obstacles. Appointments/meetings</p>	£26,000

<p>are no internal/external barriers to fulfilling their potential at school. Whilst supporting development in their own cultural capital.</p> <p>6. Promote excellent attendance for PP students, using the school's systems and procedures.</p>	<p>Ensure all PP students have access to Student Support where there is a need.</p> <p>Ensure parents/carers are fully engaged in their child's education: Progress and personal development.</p> <p>Ensure that PP students are encouraged to attend as many off-site extra-curricular trips and visits as possible. PP to support payments of visits.</p> <p>Where appropriate offer students Homework and Breakfast club</p> <p>PP students have an overall attendance rate of at least 96%</p>	<p>AGU, HoY</p> <p>ARO, MHU, HoY</p> <p>ARO, Trip leaders, DBI</p> <p>ARO</p> <p>ARO, MFI, MHU, HoY</p>	<p>September 2019 - July 2020</p>	<p>Student Support intervention sees a clear impact and progress linked to issue initially raised.</p> <p>Attendance at Homework and Breakfast Club</p> <p>Clear correspondence home with parents along with appropriate meetings with parents</p> <p>Attendance rate of 96% for PP students, in line with the rest of the school</p>	
<p>7. The successful development of the Inclusion Department to be responsible for PP students by the end of the 2019-2020 academic year. To have a significant impact on all of the above.</p>	<p>Through regular meetings discussing PP students, school issues, PP student data, local/regional and national PP changes.</p> <p>Charing Student Focus Meetings discussing PP students, with clear outcomes that have a positive impact.</p>	<p>DBI, MHU, ARO</p> <p>MHU, ARO, HoY, AGU, APT</p>	<p>September 2019 - July 2020</p> <p>September 2019 - July 2020</p>	<p>Successful transition of PP to the Inclusion Department with clear support for double disadvantaged students.</p> <p>Minutes from meeting and PP students GradeMap cards.</p>	<p>(Included in intervention strategies above)</p>

## 6. Additional detail

In conclusion, we are very pleased with the Pupil Premium provision at Edgbarrow School last academic year.

Whilst it is clear to see that an attainment gap exists between PP students and Non-PP students at the school, this does follow the national pattern. A significant amount of intervention and support went towards PP students at all Keystages. This ensured they had full access to school life including opportunities they might not otherwise have afforded, extra-curricular trips and outcomes at the end of Year 11 which meant they were able to continue their studies post 16.

Low prior attainers achieving in line with students of other similar starting points were sound, along with middle and high prior attainers (excluding one student) making positive progress are all highlights to be commended.

We feel it is important to note that one student in Year 11 left us midway through Year 10, yet as a school we decided it was in the best interest of the student for us to continue to support him in their education remotely and allow him access to his exams with us at the end of Year 11. This did have a significant impact on our PP results. However, perhaps most importantly, it did mean that the student was able to gain qualifications (they graded in all their exams) and are now set up on a post 16 course.

Attendance and the work that has gone into encouraging PP attendance is another real positive and is an area where we should continue to see improvements in next year. This can also be highlighted the positive impact these interventions had on the Year 11 school refuser who sat all their exams, graded in all of them and is now continuing their education Post 16.

Next years targets and aspirations for PP students should remain largely the same. However, there should be a clear focus on PP students at Year 11 who are considered high prior attainers (this group accounts for 71% of PP students next year) and how as a school we can support them in achieving the top GCSE grades.

It is an exciting time for PP at Edgbarrow, with a revised PP team coming into effect next year, whilst supported by SLT. This will help with capacity and implementing actions for PP students which, has positive results on their attainment, cultural capital and experience of school as well as preparing them for life Post 16.