



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	Edgbarrow School
Number of pupils in school	1105 (7-11)
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years 2020-23
Date this statement was published	Nov 2021
Date on which it will be reviewed	Half Termly
Statement authorised by	Stuart Matthews Headteacher
Pupil premium lead	Michelle Hutchinson
Governor / Trustee lead	Rebekah Brumby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,504
Recovery premium funding allocation this academic year	£ 12,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 45,682
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£162,801

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all students, irrespective of their backgrounds and challenges they may face, make good academic progress and develop socially and emotionally to enable them to play a full and productive role in society.



Our Pupil Premium Strategy is underpinned by a focus on high quality teaching, which research supports in conjunction with personalised pastoral care, will benefit both disadvantaged and non-disadvantaged students alike.

Tackling the 'barriers to learning' outlined in this strategy is an integral part of our Pupil Premium approach. We firmly believe in the importance of identifying challenges with a pre-emptive mindset, where support is put in place to mitigate these challenges as opposed to reacting once they have emerged. We also promote a bespoke approach in terms of the support we offer, recognising that targeted and personalised approach will most benefit our disadvantaged students as opposed to a limiting 'one size' fits all approach.

The approaches we have adopted are also specifically chosen to complement each other and to ensure that closing existing attainment and achievement gaps between PP and non-PP students lies at the heart of a whole school resolve to continue to provide high quality education for all students.

Our strategy is integral to our wider whole school plans for education recovery, notably in our targeted support through the National Tutoring Programme for those students whose education has been most affected, including non-disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Punctuality and attendance figures can be lower among disadvantaged pupils in comparison to their non-disadvantaged peers. Data analysis would indicate the absenteeism is negatively impacting disadvantaged student progress.
2	Disadvantaged students can arrive in Year 7 with existing gaps in literacy and reading comprehension. This impacts their progress in all subjects.
3	The education and well being of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other pupils. This is supported by several national studies. This has resulted in knowledge gaps which have subsequently negatively impacted student progress.
4	Some disadvantaged students experience particular social and emotional challenges such as anxiety and low self-esteem, which in turn affects their academic progress.
5	Financial hardship at home can result in disadvantaged students lacking the resources required to maximise academic progress.
6	Lack of student and /or parental engagement can limit the uptake of co-curricular and enrichment opportunities on offer to our disadvantaged students.



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
To achieve and sustain improved attendance for all students, in particular for our disadvantaged students.	Attendance of Disadvantaged students in line with other students. Attendance of disadvantaged students to be above national average.
Improved reading age among disadvantaged students across KS3.	Reading age tests demonstrate improved reading age and comprehension skills among disadvantaged students. Teachers should also recognise this improvement through engagement in lessons and book scrutiny
Improved attainment among disadvantaged students by the end of KS4, with a focus on EBacc subjects.	Positive P8 for progress made by disadvantaged students and an ongoing narrowing of gap. Achieve an A8 score in-line with all pupils. Percentage of Disadvantaged students achieving 4+/5+ is no lower than all students in school. EBacc take up for Disadvantaged students to be in line with all students.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of well-being as demonstrated by qualitative data from student voice, student and parent surveys and staff observations.
To sustain improved access to the necessary educational resources among our disadvantaged students.	Disadvantaged students have access to the resources necessary to allow them to maximise progress.
Improved uptake of co-curricular and enrichment opportunities among disadvantaged students.	Attendance of Disadvantaged students to co-curricular and enrichment activities in line with other 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 (e.g. CPD, recruitment and retention)

Budgeted cost: £ 58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Close progress gaps as a result of COVID-19 and related periods of interrupted learning.</p> <p>Analysis of grade report data to identify students who are behind.</p> <p>HODs to plan for catch up curriculum and appropriate adjustments to schemes of work, where necessary.</p> <p>Appropriate intervention planned and delivered, with measurable impact for targeted students.</p>	<p>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending” (EEF, Autumn 2021, P3).</p> <p>One-to-One tuition: High impact for moderate cost, based upon moderate evidence. This can add an additional 5 months progress to disadvantaged learners. (EEF Teaching & Learning toolkit).</p> <p>“The economic impact of coronavirus is likely to increase poverty and the disadvantage gap” (Social Mobility Commission: Against the Odds Research Report, June 2021, Page 6).</p>	3
<p>Staff CPD prioritises quality-first teaching and learning.</p> <p>CPD menu supports focused development in whole school key areas of priority:</p> <ul style="list-style-type: none"> • To enhance cross-curricular sequencing to facilitate deep learning, develop transferable skills and ensure an appropriate level of challenge for all our students. • To embed key pedagogical techniques across the school (Edgbarrow 	<p>Feedback: very high impact for very low cost, based on extensive evidence. This can add an additional 6 months of progress to disadvantaged learners” (EEF Teaching & Learning toolkit). Feedback - Toolkit Strand- EEF</p> <p>Mastery learning: high impact for very low cost, based upon moderate evidence. This can add an additional 5 months of progress to disadvantaged learners” (EEF Teaching & Learning toolkit). Mastery Learning - Toolkit Strand- EEF</p> <p>Metacognition and self-regulation: Very high impact for very low cost, based upon extensive research. This can add an additional 7 months of progress to</p>	2,3



<p>8) with a particular focus on Deep Learning and Success for All.</p> <ul style="list-style-type: none"> To ensure that classroom feedback is timely, effective and consistent, enabling students to identify and act upon areas for development. (Reflection): DIRT Time <p>Learning Dives have a sharp focus on SDP priorities.</p>	<p>disadvantaged learners” (EEF Teaching & Learning toolkit). Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 56,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development in line with our whole school focus on ensuring our literacy strategy is embedded consistently across the curriculum, supporting</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	<p>2,3</p>



<p>students with reading and subject-specific language.</p> <p>We will fund the AR programme for all students in KS3.</p> <p>Learning Dives have literacy as a focus point</p> <p>Paired sixth form reading scheme in place to support identified learners with specific focus on disadvantaged</p>		
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Wider Strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £ 48,301

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and time to develop and implement new procedures.</p> <p>Attendance officer tracks and monitors all students with a specific focus on DA students.</p> <p>Weekly attendance report allows us to track and monitor.</p> <p>Systems in place to support where concerns exist and regular communication home to acknowledge and celebrate improvement.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>“A school’s absence rate is the strongest predictive factor of the progress made by its pupil premium students, but in most schools, it is only a minor focus on pupil premium policy” (Social Mobility Commission: Against the Odds Research Report, June 2021, Pg 7).</p>	<p>1, 3</p>
<p>Promote access routes to support so that all students know where to find help</p> <p>Increase staffing levels to support safeguarding.</p> <p>Increased access to school councillor via SS department.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning approaches have a positive impact, on</p>	<p>4,1</p>



<p>Use of surveys and school council to ensure that student voice is evident in planning of support structures in place.</p> <p>Mentoring programme in place for particularly vulnerable students.</p> <p>Establishment of 2x ELSAs within Inclusion Department.</p>	<p>average, of 4 months' additional progress in academic outcomes over the course.</p> <p>social and emotional learning toolkit - EEF</p>	
<p>Promote of hardship fund to support the needs of individual students and families.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps, which will be a key element in addressing and closing potential hardship gaps.</p> <p>Parental engagement - toolkit- EEF</p>	5,3,1
<p>Development of our co-curricular offer to ensure all our students enhance their social and emotional skills. This will enable students to play a full and productive role in society (gap identified following lockdown).</p> <p>Targeted approach to engage students that are not participating in enrichment.</p> <p>Attendance monitored. Disadvantaged attendance in line with whole school.</p> <p>Provide additional hours to PE to increase range of activities.</p> <p>Surplus hours directed towards provision of enrichment.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation - Toolkit- EEF</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience.</p> <p>Outdoor learning - Toolkit- EEF</p>	6, 1, 3

Total budgeted cost: £ 162,801



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 2020 to 2021 academic year.

Disadvantaged Pupil Performance Overview Academic Year 2020-2021

Progress 8	0.01*
EBACC entry	10.53%
Attainment 8	43.47
Percentage achieving 5 x Grade 9 - 4 incl. EM	47.37%

**Please note: there is no national data available for 2021. Progress 8 has been calculated using 2019 national data.*

Teaching Priorities Review 2020-21

CPD programme on offer provided a variety of development opportunities. CPD menu was issued in September detailing the 45+ possible CPD sessions over the course of the year. All staff completed CPD focused on the Edgbarrow8 foci, literacy strategy and subject knowledge development, in conjunction with scope for individualised CPD including coaching, exam-marking and research hubs. Termly teach-meets took place on various areas of Teaching and Learning ensure the sharing of good practice. Annual PP CPD session offered to upskill staff on challenges facing our disadvantaged students and strategies to overcome them.

- 100% of staff satisfied or very satisfied with CPD programme (July 2021)
- 25% of staff are trained coaches and this is now a tool that is being used with staff, trainees and students.
- 9 Staff undertaking legacy NPQML/SL/H courses with 2 teachers about to undertake the new NPQ courses.

Progress data was monitored following each grade report. Fortnightly RS meetings took place for Year 11 to monitor progress data and plan intervention.

Year 11 PP results 2020-21

**Please note there are no national figures for this year so these figures are estimated using 2019 national data*.*

Progress 8:

Dis. +0.01*

P8 for whole school +0.67

**It should be noted that one of our Year 11 PP students was dual registered with local Pupil Referral Unit. This student's negative P8 score adversely affected overall P8 score for the cohort. This was however the*



right decision for this pupil who graded in all of the examinations they sat and has now secured an appropriate post 16 course.

Attainment 8:

Dis.	43.47
A8 for whole school	58.91

% of Grade 5+ / 4+ in English and Maths:

Dis.	4+ 47%/ 5+ 32%
All students	4+ 86%/ 5+ 74%

EBACC entry:

Dis.	10.53%
Non-DA students	42.92%

EBacc APS:

Dis.	3.50
Non-DA students	5.18

All Year 11 Disadvantaged students from last year graded in each of their subjects - no student failed to achieve a grade.

Destinations:

Disadvantaged destinations Year 11 Summer 2020 - no NEETS and 11/ 16 students have remained in our sixth form. The other students joined appropriate courses at other local colleges.

2020/2021 - all Year 11 PP students had a careers appointment and 30 Year 9 similarly had a careers appointment all of which were identified as disadvantaged and /or vulnerable.

All Year 11s were seen by either Adviza or one of the Careers coaches employed by Bracknell Forest.

Targeted Support Review 2020-21

2020-21 - reading and literacy interventions put in place for low attaining students in Year 7,8 and 9.

21 KS3 PP students took part in the AR reading programme 2020-21.

Participation in this programme meant these students also received regular targeted 1:1 support through paired reading scheme delivered by librarian, HLTA, PP intervention lead or sixth former.

AR programme has been evaluated and for academic year 2021-22 has been extended to include all Year 7,8 and Year 9 students.

KS3 tutor programme established to support whole school literacy priority with weekly reading programme in place during tutor time for Year 7,8 and 9.



Literacy identified as whole school priority 2020-21 with whole school compulsory CPD sessions supported by our Literacy Lead.

Literacy remains a whole school priority for 2021-22 and is monitored through our Learning Dives, Learning Walks and Subject Review cycles.

School teaching staff led tutoring offered to 100% of our PP students.

NTP tutoring in place for 100% of our PP students. Attendance and engagement closely monitored by DA intervention lead, Raising Standards Lead and Head of Year.

Subject specific revision sessions offered to all PP students. Close liaison with home by DA lead to raise awareness of these sessions and to support attendance.

100% of Year 11 PP students attended cohort specific 'Memory Palace' sessions to support memory techniques.

Summer School offered to support transition for our vulnerable Year 7 PP students. 90% of Year 7 PP students attended Summer School Aug 2021.

9-5 programme in place for identified students supported by 'priority' and 'also running' revision sessions. Attendance closely monitored by HOY and PP lead. Regular contact with home via PP lead to encourage and attract attendance. Reward scheme in place to support engagement.

In class differentiation activities are implemented to support student engagement and closure of gaps. This is evidenced through the 158 Learning Dives which were completed 2020-21 and also via the performance management cycle. PP specific learning dives carried out by H of I to focus on this particular group of students. This continues to be an area of focus for 2021-22 with 'Success for All' being identified as one of our Edgbarrow 8 whole school priorities.

Extra set in place in English and Maths to support smaller groupings and the setting process. HLTA in place in Maths and English to support in class and after school intervention. Following an assessment of the impact of the HLTA post, we have committed to continue the HLTA post in Maths(x2) and English for academic year 2021-22.

Wider Strategies Review 2020-21

Daily breakfast and homework club was on offer to 100% of PP students. Daily programme in place to support whole school activities such as literacy.

Breakfast club used to 'sort and settle' for the day as well as providing a hot meal. Homework club used to support completion of homework and closure of potential gaps.

All students read independently at the start of English lessons as part of the whole school positive learning routines. Tutor reading programme in place for Year 7 and Year 8 2020-21. 2021/22 this has been rolled out to also include Year 9.

Student Support Department offered to 100% of PP students. 2020-2021 57 PP students accessed the support on offer from this department. SS continues to establish links with our feeder primaries. Across our



feeder primary we provided the following 2020-21 (please note this provision was limited due to lock down and subsequent restrictions).

- 18 1:1 sessions delivered to 4 students for anxiety, self-esteem and resilience
- 2 parent meetings
- 6 assessments using Strickland LOC
- 2020-21 Two LSAs gained ELSA status to further support the SEMH needs of our students.

Some co-curricular provision was offered 2020-21 but this was less than usual due to bubble /COVID restrictions. Cultural Capital opportunities within the classroom continued to be developed and highlighted. This is an area of focus moving into 2021-22 where a personal development map will be created and tracked for each student.

Student surveys May 2021 stated:

- 85% There are opportunities for me to be involved in wider school.
- 95% taught and understand about British Values
- 90% there is an excellent range of co-curricular including sports, creative arts and academic.

September 2021 - we have fully funded a team building residential trip for all of our Year 7 PP students to further support the transition process.

We continued to support our parents and students via our hardship funds. Food parcels and IT equipment were directly delivered to homes during lockdown where a need was identified to ensure that all PP students had IT access to enable them to engage with on line learning. Wider support was provided in terms of uniform, music lessons, animal therapy, IT equipment, PE kit etc.

Pupil Premium Co-ordinator and HOY monitor attendance of this key group regularly, liaise with family and use incentive rewards to support improved attendance

September 2020- July 2021

Whole School attendance 95% vs PP attendance 94% and above the national average.

The impact of our work in raising the importance of good attendance is evidenced by the low-level of whole school unauthorised absence (0.30% for Y7-11 summer term 2021, 0.26% academic year 2021-2021) and the falling number of Fixed Penalty Notices (0 issued in academic year 2020-2021; 0 issued so far this year (September 2021))

Student surveys May 2021 stated:

- 90% encouraged by my tutor and my Head of Year to come to school every day.
- 95% Teachers encourage me to catch up on work missed.
- 93% supported to be on time every day.

Despite the progress made and the support offered 2020/21 the outcomes we aimed to achieve in our previous strategy by the end of last academic year were not fully realised.

Our assessment of the reasons for these outcomes points primarily to COVID-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact



was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
GCSE POD	Soundbite Learning Education on Demand
Accelerated Reading Programme	Accelerated Reader