



## Pupil Premium Strategy Statement

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 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	1115 (7-11) 391 (16-18)
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 years 2020-23
Date this statement was published	November 2022
Date on which it will be reviewed	Half Termly
Statement authorised by	Stuart Matthews Headteacher
Pupil premium lead	Michelle Hutchinson Billie King (Mat Cover 4/22 – 4/23)
Governor / Trustee lead	Rebekah Brumby

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year.	£108,451
Recovery premium funding allocation this academic year.	£14,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable).	£26,062
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£149,013



## 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 wellbeing 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 (for example, Curriculum Support, CPD, recruitment and retention)

**£110,000**

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>Close progress gaps with aim of PP in line with rest of school.</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>Recovery grant funds additional timetabled classes in English and maths.</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 &amp; 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"> <li>To embed the ‘Quality First Teaching’ approach across the school in order to achieve ‘Success for All’.</li> <li>To further embed the use of ‘Deep Learning’ techniques with a</li> </ul>	<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 &amp; Learning toolkit).</p> <p><a href="#">Feedback - Toolkit Strand- EEF</a></p> <p>The best available evidence indicates that great <b>teaching</b> is the most important lever schools have to improve pupil attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>Metacognition and self-regulation: Very high impact for very low cost, based upon extensive research. This can add an</p>	2,3



<p>particular focus on engagement</p> <ul style="list-style-type: none"> <li>To further develop a culture of 'reading for pleasure' with targeted strategies in place to improve reading fluency and the use of subject specific language.</li> </ul> <p>Learning Dives have a sharp focus on SDP priorities.</p>	<p>additional 7 months of progress to disadvantaged learners" (EEF Teaching &amp; Learning toolkit).</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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### Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

£14,500

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. This is expanded to Humanities and Languages. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. This is in small groups and 1-1 with subject specialists.</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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>CPD sessions on our whole school focus on ensuring our literacy strategy is embedded consistently across the curriculum, supporting students with reading</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	2,3



<p>and subject-specific language. Targeted interventions with students who have below required reading age. This is during tutor times with allocated tutors. School led tutoring will also help with targeted reading.</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 (for example, related to attendance, behaviour, wellbeing)

£10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> 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>	1, 3
<p>Promote access routes to support so that all students know where to find help.</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</p>	4,1



<p>Increased access to pastoral support via HOY and SS department.</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>Established ELSAs within Inclusion Department.</p>	<p>on the academic or cognitive elements of learning.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course.</p> <p><a href="#">social and emotional learning toolkit - EEF</a></p>	
<p>Promotion of hardship fund to support the needs of individual students and families – help with access to trips and equipment.</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><a href="#">Parental engagement - toolkit- EEF</a></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>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="#">Arts participation - Toolkit- EEF</a></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><a href="#">Outdoor learning - Toolkit- EEF</a></p>	6, 1, 3

**Total budgeted cost: £ 134500**



## Part B: Review of Outcomes in the Previous Academic Year

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### Disadvantaged Pupil Performance Overview Academic Year 2021-2022

<b>Attendance</b>	91.5%
<b>Progress 8</b>	-0.17
<b>EBACC entry</b>	32%
<b>Attainment 8</b>	50.9
<b>Percentage achieving 5 x Grade 9 - 4 incl. EM</b>	68%

\*A8 and P8 data taken from [find-school-performance-data.service.gov.uk](https://find-school-performance-data.service.gov.uk)

#### Progress Data

Progress data was monitored following each grade report. Raising Standards meetings take place for Year 11 to monitor progress data and plan intervention. Additional focus meetings for PP students also took place.

Year 11 PP results 2021-22 as above

#### **Progress 8:**

Dis.	-0.17
P8 for whole school	+0.53

#### **Attainment 8:**

Dis.	50.9
A8 for whole school	59.7
National average	48.7

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

Dis.	4+ 68%	5+ 37%
All students	4+ 86%	5+ 66%
National average	4+ 71%	5+ 50%

#### **EBACC entry**

Dis.	32%
Whole school	44%
National average	39%

#### **EBacc APS**

Dis.	4.27
Whole school	5.3
National average	4.27

#### **Attendance**

Dis	91.5
Whole School	94.9





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 2022 = no NEETS. 12 students have remained in our sixth form. The other students joined appropriate courses at other local colleges.

2021/2022 all Year 11 PP students had a careers appointment including 1-1 and a group workshop delivered by Adviza or one of the Careers Coaches employed by Bracknell Forest. All students have received a personalised action plan via email.

42 year 10 1:2:1 appointments of those 38 were PP/CLA/SEN (25 were PP). They also had a mock interview and 12 had Business Mentors assigned. 6 vulnerable/disadvantaged Year 9s also had a 1:2:1 appointment.

### **Targeted Support Review 2021-22**

Reading and literacy interventions put in place for low attaining students in Year 7,8 and 9. Accelerated Reader 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 continues to support whole school literacy priority with weekly reading programme in place during tutor time for Year 7,8 and 9.

KS3 PP were engaging in AR again this year. Interventions for PP below their biological age was put in place and the Literacy co-ordinator was focused on this with the PP Co-Ordinator. Participation in this programme means these students also received regular targeted 1:1 support through paired reading scheme delivered by librarian, HLTA, PP HPA PP Co-or or sixth former. There are lots of books available to help build students cultural capital and expose them to a wide variety of topics around SMSC. Reading lists are provided by the English and Library team.

Literacy identified as whole school priority 2021-2022 with whole school compulsory CPD sessions supported by our Literacy Lead. Literacy remains a whole school priority for 2022-23 and is monitored through our Learning Dives, Learning Walks and Subject Review cycles. All students in KS3 and Y10 are also part of the tutor led guided reading program which increased reading and fluency and reading for pleasure.

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 PP Co-Ord intervention lead, Raising Standards Lead and Head of Year.

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

Year 11 PP students attended cohort specific 'Memory Palace' sessions to support memory techniques. Memory Palace is a key part of our curriculum intent is that students recall information. Targeted work on specific memory techniques is part of our implementation of that intent.

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 Learning Dives and also via the performance management cycle. 'Quality First



*Teaching* to be an area of focus for 2022-23 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. HLTAs in place in Maths and English to support in class and after school intervention. There is one HLTA for each core area; Maths, English, Science and Languages for academic year 2022-23. There are additional HLTAs/ ELSA support HLTAs assigned to support students.

### **Wider Strategies Review 2021-22**

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, Year 8 and Year 9.

Student Support Department offered to 100% of PP students. 2021-2022 PP students accessed the support on offer from this department. Student Support continues to establish links with our feeder primaries. Across our feeder primary we provide the following:

- Sessions for students with anxiety, self-esteem and resilience related matters
- parent meetings
- Two LSAs with ELSA status to further support the SEMH needs of our students.

Co-curricular provision was offered 2021-2022. Cultural Capital opportunities within the classroom continued to be developed and highlighted. This is an area of focus moving into 2022-2023 where a personal development map will be created and tracked for each student.

Student surveys on Personal Development in May 2022 stated:

- 93% taught and understand about British Values
- 96% there is an excellent range of co-curricular including sports, creative arts and academic.
- 90% said they felt that being able or good at something is valued and celebrated.

Sept 2022 we have partially funded a team building residential trip for all of our Year 7 PP students to further support the transition process. 14/16 PP students attended.

We continued to support our parents and students via our hardship funds. IT equipment has been provided where a need was identified to ensure that all PP students had IT access to enable them to engage with learning. These are still available post lockdown to ensure access to homework on Google Classroom. Wider support is 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

### **Sept 2021- July 2022**

Whole School attendance 94.4% vs PP attendance 91.5% 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.

Student surveys May 2022 stated:

- 86% encouraged by my tutor and my Head of Year to come to school every day.
- 92% teachers encourage me to catch up on work missed.
- 88% supported to be on time every day.
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With the posts of PP Co-ordinator and PP HPA we have more targeted interventions and support. 2022 results showed some excellent outcomes and we can build on this through 2022/23 as these roles become more established and impact is evidenced.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health have been significantly impacted as we are still feeling the impact of COVID-19-related issues such as the socialisation of children and reading ages. 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 plans.

### Externally Provided Programmes

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