



Pupil Premium Strategy 2020-21 Review

Edgbarrow School Pupil Premium Intent:

To raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Metric	Data
School Name	Edgbarrow School
Pupils on Roll	1105 (Year 7-11)
Number of disadvantaged pupils	106
PP budget this academic year	£124,621*
Academic years covered in this statement	2020-23
Publish Date	November 2020
Review Date	6 months and annually
Statement authorised by	Stuart Matthews (Headteacher)
PP Lead	Michelle Hutchinson
Governor Lead	Rebekah Brumby

**All costings within this document are under review to consider the impact of COVID-19, therefore all costings remain as estimates*

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*

Strategy Aims for disadvantaged pupils

Aim	Target	Target Date
Progress 8	Achieve above the national average for disadvantaged students Achieve a positive P8 for progress made by disadvantaged students and an ongoing narrowing of gap	Summer 2021
Attainment 8	Achieve at least like for like A8 score for disadvantaged students Achieve an A8 score in line with all pupils	Summer 2021
% of Grade 5+ / 4+ in English and Maths	Percentage of Disadvantaged students achieving 4+/5+ is no lower than all students in school Percentage of Disadvantaged students achieving 4+/5+ is no lower than like for like students nationally Percentage of Disadvantaged students achieving 4+/5+ is no lower than all students nationally	Summer 2021
Attendance	Attendance of Disadvantaged students in line with other students Attendance of disadvantaged students to be above national average Attendance of Disadvantaged students to co-curricular activities in line with other students	Summer 2021
EBACC entry	EBacc take up for Disadvantaged students to be in line with all students EBacc APS for Disadvantaged students to be in line with all students	Summer 2021

Edgbarrow School Tiered Approach to PP Provision

The approach taken by Edgbarrow school is grounded in best practice as recommended by EEF:

<https://educationendowmentfoundation.org.uk/>

As a school we fully recognise the need to adopt effective strategies to raise the attainment of disadvantaged pupils.

Whole School, targeted and individual measures are in place to support our PPG students and allow them to make good progress. Underpinning this process is a core focus on the quality of teaching which is at the heart of our PP strategy and approach.

Teaching Priorities for current academic year

Measure	Activity
Priority 1	Recruit, develop and retain high quality staff
Priority 2	High expectations of all students – including FFT academic targets, behaviour, attendance, options, PLRs, targeted learning dives and learning walks
Priority 3	CPD programme in place to practise and develop the pedagogical skill of teachers through a clear focus on academic and professional reading and research – Edgbarrow 8
Priority 4	Department meetings with a standing item of T and L to develop pedagogical content, knowledge and sharing of best practice
Priority 5	Educational resources to support student progress and engagement – class based, department based and whole school
Priority 6	Laser Sharp Data – high level of focus on progress: identifying strengths and developmental areas across students and departments
Priority 7	Bespoke and individualised curriculum to enable students to positively progress – CAPs
Barriers to learning these priorities address	Retention of key members of staff in order to drive progress across the whole school alongside further developing T & L approaches which are focused on needs of all students as individual learners
Projected spending	£62,000

Targeted Academic Support for current academic year

Measure	Activity
Priority 1	Reading and literacy interventions for low attaining students in Year 7, 8 and 9
Priority 2	Targeted tutoring, holiday, workshop and revision sessions
Priority 3	Extended school day for KS4 students to allow for additional support with focus on examinable courses
Priority 4	In class differentiated activities designed to support engagement and closure of gaps for all students
Priority 5	Small group setting supported by HLTA in Maths and English
Barriers to learning these priorities address	Knowledge gaps in core subject areas, levels of student engagement and potential barriers to accessing provision
Projected spending	£41,000

Wider Strategies for current academic year

Measure	Activity
Priority 1	Daily breakfast and homework club
Priority 2	Tutor reading programme to encourage independent reading and developing literacy skills
Priority 3	Student support department to remove SEMH barriers and signpost external support available. MAT work to establish links with feeder primaries
Priority 4	Extensive programme of co-curricular, personal development and enrichment opportunities which develop cultural capital
Priority 5	Hardship fund to support individual families
Priority 6	Attendance programme to support removal of potential barriers
Barriers to learning these priorities address	Attendance at breakfast and homework club, levels of parental engagement and support and uptake of co – curricular and enrichment opportunities
Projected spending	£21,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Ensure sufficient time is allocated to staff professional development • Provide opportunities for good practice to be shared and disseminated to others • Ensure CPD programme meets the needs of students, departments and wider school 	<ul style="list-style-type: none"> • Use of INSET and school CPD menu to deliver and share evidence-based strategies and approaches to support engagement and progress • Calendared TLG focused meetings and regular Teach Meets to support sharing of good practice • Use of department based and targeted learning dives and regular staff feedback opportunities to inform CPD menu
Targeted support	<ul style="list-style-type: none"> • Ensure sufficient time is provided to support small group intervention • Ensure clear processes are in place to monitor and challenge to support high levels of attendance • Regular reviews of interventions to ensure the provision is appropriate and achieving desired outcomes 	<ul style="list-style-type: none"> • Additional capacity with HLTA appointment in Maths and English • Clear whole school focus on attendance support across tutor, HOY, Attendance Officer & Disadvantaged Lead to support consistency in identification, support and intervention approaches. • Clear systems and processes in place to review impact of intervention. Open meetings held to identify the appropriate routes to support for our learners
Wider strategies	<ul style="list-style-type: none"> • Ensuring engagement with hard to reach families • Ensure a wide range of opportunities are provided to ensure engagement 	<ul style="list-style-type: none"> • Retain the very best staff to support our students across the school • Establish links with stakeholders to develop a collaborative approach • Work closely with LA, outside agencies and services to provide appropriate support and opportunities for students and families

Reviews:

R1: March 2021

Aim	Outcome
Teaching	1. We remain fully staffed and have recruited some excellent colleagues for next term and the following academic year
	2. High expectations in place across the school in terms academic progress, attendance, behaviour. Weekly SLT and wider team meeting in place to monitor pupils of concern and plan appropriate intervention
	3. CPD programme offers a variety of development opportunities. Departmental and Targeted Learning Dives support high level of focus on schools T and L priorities in support of HQFT for all students
	4. Held regularly as per calendar Feed into SLT LM meeting and linked to PDG and CDG meetings with middle leaders
	5. Resources in place to support engagement and progress. Needs identified by HOYS, HODS and wider team
	6. Progress data is monitored following each grade report. Fortnightly RS meeting for Year 11 to monitor progress data and plan intervention. Data analysis by HODS and HOYS and wider team to ensure appropriate interventions are in place
	7. Investment in place to extend our AP offer across the school

Aim	Outcome
Targeted Support	1. AR programme and associated intervention sessions have been extended to support literacy and reading progress
	2. NTP and in house tutoring in place for Year 11 and Year 10 students. Attendance and engagement closely monitored. Targeted holiday support run by subject specialist staff
	3. 9-5 programme in place for identified students supported by 'priority' and 'also running' revision sessions.
	4. Supported through school CPD programme alongside department specific work and focuses
	5. Small interventions in place supported by HLTA in Maths and English

Aim	Outcome
Wider Strategies	1. Continue to be on offer – numbers are increasing in particular homework club with continued targeted promotion. Numbers for breakfast club lower than in previous years linked to COVID
	2. Focused, structured and monitored part of the school day linked to school PLR approach
	3. MAT links with feeder primaries has continued. SS department continues to support students and signpost external support where appropriate
	4. Some provision has been offered but this has been less than usual due to bubble /COVID restrictions. CC opportunities within the classroom continue to be developed and highlighted
	5. Continue to support in this area- Uniform, equipment, music lessons, food parcels, IT
	6. Attendance continues to be closely monitored through school attendance systems

*Spending decisions following interim review March 2021 are informed by research evidence as recommended by EEF: [Best evidence on impact of school closures on the attainment gap](#)

R2: October 2021

Aim	Outcome
Teaching	<p>1.</p> <ul style="list-style-type: none"> – We were fully staffed 2020-21. We remain fully staffed Oct 2021 with qualified teachers with the appropriate expertise in their curriculum areas. – Regular learning walks and learning dives ensure that high standards are maintained and staff have regular feedback. – Joint planning/observation/coaching contribute to teacher development of Teaching and Learning. – Termly Teach-Meets enable sharing of excellent practice. – Aspiring/New leaders undertake external or internal leadership courses. – Professional Learning takes place with partner schools, including contributions to teach-meets, sharing of resources and expertise and delivery of the New Early Career Framework. – Trained mentors support trainee teachers and are offered further training. – Professional Tutor / mentors support NQTs/ECTs to ensure that they are flourishing. – 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. <p>Students surveyed in May 2021 stated:</p> <ul style="list-style-type: none"> ▪ 85% learning in my lessons is interesting and in-depth. ▪ 95% teachers are well prepared for lessons. ▪ 92% regularly receive challenging work <p>2.</p> <p>High expectations are systemic across the school in terms academic progress, attendance and behaviour.</p> <p>Academic progress:</p> <ul style="list-style-type: none"> – School targets are pitched at ALPS 2, with the support of baseline assessments, ensuring aspirational targets for all pupils. – Our high standard of quality first teaching is essential to positive behaviour and we offer a range of internal CPD and coaching options to support staff in their practice. – Our curriculum is aspirational for all students. – All students study a broad and balanced three-year KS3 with the National Curriculum covered as a minimum. – Breadth and ambition are encouraged at GCSE, and in alignment with local labour market information, students take 5 core GCSEs and choose a further 4 options from a current range of 18 GCSEs and 8 vocational courses. – At KS5, students have 28 A-levels and 7 vocational courses to choose from. The vast majority of our level 2 courses offered have an appropriate level 3 extension course in our sixth form provision, ensuring that pupils are able to use their knowledge and skills cumulatively for future learning. We also offer a level 2 course within the sixth form for pupils who have not yet reached the required standard to proceed onto level 3. <p>Behaviour:</p> <p>Our values of Ready, Respectful, Safe and Positive drive the ethos of the school and lead to exceptional behaviour, with an overwhelming majority of students and parents/carers sharing our values.</p> <p>The simplicity of the Ready, Respectful, Safe and Positive values ensures our behaviour policy and vision are clearly presented, understood and implemented throughout the school.</p> <ul style="list-style-type: none"> – Positive learning routines are used consistently in lessons, ensuring calm and orderly classrooms. These are monitored via weekly SLT and HOY learning walks. – We have a tiered warning system that allows students to learn how to manage their behaviour in preparation for becoming independent young adults. This ensures behaviour

	<p>expectations are clear and consistent across the school and maintains positive working relationships between staff and students.</p> <ul style="list-style-type: none"> – Key focus on proactive measures includes the callout system, allowing students to have time away from the classroom to reflect upon their actions – Weekly SLT behaviour meetings discuss Top 5 students with behaviour misdemeanours to ensure supportive intervention is implemented for students and departments. – Students are given positive reinforcement through Edgpoint prizes, stars of the week, letters home, termly celebration assemblies and meetings with the headteacher to celebrate achievements. – Annual reviews of our Behaviour Policy and SIMS coding ensure they are fit for purpose and relevant. Pastoral Governors provide a critical and supportive evaluation. – Outstanding holistic approach to supporting students with particular needs ensures they are catered for effectively and compassionately. Pastoral and inclusion teams prevent and reduce behaviour issues, rehabilitating students who have breached the behaviour policy. – Restructuring exclusions and adding in an 'internal FTE' allows student support more time to work closely with students who need further behaviour support. – An Intervention flowchart for exclusions works effectively, ensuring all support for the student is considered, such as SEN assessment and work with external agencies such as Youthline, Behaviour Support Team, Early Help, BM Active, YoS and the Police. – Exclusions, both FTE and permanent are consistently below the national average. – Repeat FTEs are consistently below the national average. Clear support is in place for these students: only 3 repeat offenders in academic year 19/20 and 1 in 20/21 – Introduction of 'internal FTE' and behaviour support package for students has reduced the number of FTE. – Autumn term 2020 had 98 SLT learning walks and 40 HOY learning walks, ensuring weekly behaviour meetings include relevant and up to date observations. – Positive behaviour is rewarded with over 50% of all Y7-11 students have 40+ Edgpoints (Dec 20). <p><u>Attendance:</u></p> <p>Attendance continued to be closely monitored through school attendance systems.</p> <ul style="list-style-type: none"> – Clear attendance strategy based on early identification and intervention. – Attendance is monitored weekly and first interventions are used at 95%. – Clear punctuality procedure and consistent follow-up work across year groups. – Strong leadership and consistent approach to attendance across the year groups. – Dedicated Attendance Officer operates a first day response system working closely with parents, HOYs and SLT to ensure absences are chased and attendance encouraged. – Consistent action to support improved attendance and punctuality including phone calls home, focused letters, Attendance Action Plans and early use of Educational Welfare Service. – The importance of good attendance is stressed to students through form tutors and assemblies. This is supported by conversations with the attendance officer and parental communication through letters and the newsletter. – Varied bespoke strategies to support individuals to improve their attendance including use of Student Support, access to the medical room, reward incentives, referral to EWS. – Rewards for excellent attendance and improved attendance. <p>3.</p> <ul style="list-style-type: none"> – CPD programme offers a variety of development opportunities. – Significant whole school and department time allocated to CPD each year. – CPD menu issued in September detailing the 45+ possible CPD sessions over the course of the year. Publication in advance allows staff to manage their workload effectively. Staff invited to contribute to the development of the menu to ensure that the menu is relevant and targeted to meet staff and school needs. – All staff expected to complete CPD focused on the Edgbarrow8 foci, literacy strategy and subject knowledge development, but plenty of scope for individualised CPD including coaching, exam-marking and research hubs.
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- Termly teach-meets and weekly bulletins on areas of Teaching and Learning ensure the sharing of good practice.
 - Subject Knowledge-focused CPD for Departments is built into the CPD programme.
 - TLG leads the school in supporting staff development so that all teachers are striving to deliver the Edgbarrow8
 - External CPD is encouraged where appropriate, relevant or necessary
 - 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.

4.

- Department meetings are held regularly as per calendar, with a standing item of Teaching and Learning to develop pedagogical content, knowledge and sharing of best practice.
- The department meeting agendas fall from wider SLT Line Management meetings, PDG, CDG and wider whole school priorities

5.

A range of educational resources in place to support engagement and progress, such as GCSE pod, Integral Maths, Kerboodle, Languages Online, Linguascope, My Maths, Rockstars Timetables.

- Needs identified by HOYS, HODS and wider team and provision in place regularly monitored and reviewed in terms of pupil engagement, value for money and impact.

6.

- Progress data is monitored following each grade report.
- Fortnightly RS meeting for Year 11 to monitor progress data and plan intervention.
- Data analysis by HODS and HOYS and wider team to ensure appropriate interventions are in place.
- Following each grade report PP student focus meeting is held & attended by all main stakeholders – PP intervention lead, Head of Inclusion, SLT year group link, Student Support, Progress and data team. Within these meetings previous intervention is evaluated and future intervention planned.

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%

	<p><u>EBacc APS</u></p> <p>Dis. 3.50</p> <p>Non-DA students 5.18</p> <p>All Year 11 Disadvantaged students from last year graded in each of their subjects - no student failed to achieve a grade</p> <p><u>Destinations:</u></p> <ul style="list-style-type: none"> – 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. <p>Reflecting on the nature of our PP cohort as a school we have introduced a new role for 2021-22 of PP HPA Co-ordinator to ensure we are identifying and meeting the needs of this particular group of learners.</p>
	<p>7.</p> <ul style="list-style-type: none"> – This remains an area of focus for us as a school. We actively seek to offer bespoke and individualised curriculum which allows students to progress positively. This offer is tracked via our CAP – curriculum adjustment plan programme - which is monitored by the Head of Inclusion and discussed weekly at our SLT vulnerable meeting. – 2020-21 we had 15 students on a CAP and currently have 8 at this point in the new academic year.

Aim	Outcome
Targeted Support	<p>1.</p> <ul style="list-style-type: none"> – 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.
	<p>2.</p> <ul style="list-style-type: none"> – 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

	<p>3.</p> <ul style="list-style-type: none"> – 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 to place to support engagement.
	<p>4.</p> <ul style="list-style-type: none"> – 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.
	<p>5.</p> <ul style="list-style-type: none"> – 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.

Aim	Outcome
Wider Strategies	<p>1.</p> <ul style="list-style-type: none"> – Daily breakfast and homework club on offer to 100% of PP students. – Daily programme in place to support whole school activities such as literacy. – Breakfast club use 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.
	<p>2.</p> <ul style="list-style-type: none"> – 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.
	<p>3.</p> <ul style="list-style-type: none"> – 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). <ul style="list-style-type: none"> • 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.
	<p>4.</p> <ul style="list-style-type: none"> – Some provision was offered 2020-21 but this has been 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.

	<ul style="list-style-type: none"> – Student surveys May 2021 stated: <ul style="list-style-type: none"> • 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 extra- curricular including Sports, creative arts and academic. <p>Sept 2021, we have fully funded a team building residential trip for all of our Year 7 PP students to further support the transition process</p>
	<p>5.</p> <ul style="list-style-type: none"> – 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
	<p>6.</p> <ul style="list-style-type: none"> – As per teaching priorities 2 re whole school attendance systems – Pupil Premium Co-ordinator and HOY monitor attendance of this key group regularly, liaise with family and use incentive rewards to support improved attendance <p>Sept 2020- July 2021</p> <ul style="list-style-type: none"> – 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)) <p>Student surveys May 2021 stated</p> <ul style="list-style-type: none"> • 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.

**Spending decisions following interim review March 2021 are informed by research evidence as recommended by EEF:*

[Best evidence on impact of school closures on the attainment gap](#)

[EEF Teaching Learning Toolkit](#)