



Pupil Premium Strategy Statement – Edgbarrow School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
Number of pupils in school	1109 (Y7-Y11) 385 (Y12-Y13)
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Sep 2023 to Aug 2026
Date this statement was published	Oct 2023
Date on which it will be reviewed	Sep 2024
Statement authorised by	Stuart Matthews Headteacher
Pupil premium lead	Helen Gascoigne, Deputy Headteacher
Governor / Trustee lead	Rebekah Brumby

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year.	£115,000
Recovery premium funding allocation this academic year.	£19,596
Pupil premium funding carried forward from previous years (enter £0 if not applicable).	£12,182
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.	£146,778



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 a 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	Disadvantaged students can have gaps in their knowledge when compared to their peers. This presents itself as gaps in both Progress 8 and Attainment 8 at the end of Key Stage 4.
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.
To improve reading ages among disadvantaged students.	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 the 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 well-being 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)

£50,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Additional timetabled classes in English and maths (funded by the recovery premium)	Small group tuition: Moderate impact for low cost based on moderate evidence. This can add an additional 4 months progress to disadvantaged learners. (EEF Teaching & Learning toolkit).	2, 3
Teaching staff CPD on Quality First Teaching in order to achieve Success for All	“Making sure an effective teacher is in front of every class... Investing in high-quality teaching should rightly be a top priority for Pupil Premium spending” (EEF Pupil Premium 2023, page 6)	3
Teaching staff CPD on Thirst for Learning to ensure high levels of student engagement	“Students who are motivated to study, learn, engage and succeed are more likely to do so” (Evidence-Based Education, Great Teaching Toolkit Evidence Review 2020, page 24)	3
Teaching staff CPD on reading fluency and use of subject-specific language	<p>Reading comprehension strategies: Very high impact for very low cost based on extensive evidence. This can add an additional 6 months progress to disadvantaged learners (EEF Teaching & Learning toolkit)</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>	2, 3
Funding for Accelerated Reader and reading tests, in order to measure student progress	“Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers” (EEF Teaching & Learning toolkit)	2, 3



Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

£20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide small group and 1:1 tutoring with subject specialists. 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) This can add an additional 5 months progress</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF This can add an additional 4 months progress</p>	<p>3</p>
<p>Targeted interventions with students who have below required reading age. This is during tutor times with allocated tutors. Paired sixth form reading scheme in place to support identified learners with specific focus on disadvantaged.</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>Ensuring disadvantaged students have access to the necessary equipment to access the curriculum on an equal footing with their peers. This includes books, revision guides, IT equipment and cooking ingredients.</p>		<p>5</p>



Wider Strategies (for example, related to attendance, behaviour, wellbeing)

£70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding towards Attendance Officer</p> <p>This supports attendance</p>	<p>“Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding” (DfE Working together to improve school attendance 2022, page 10)</p>	1
<p>Funding towards Student Support department</p> <p>This supports pupils social, emotional and behavioural needs</p>	<p>Social and Emotional learning has moderate impact for very low cost. This can add an additional 4 months progress to disadvantaged learners. (EEF Teaching & Learning toolkit).</p> <p>Behaviour interventions have moderate impact for low cost. This can add an additional 4 months progress to disadvantaged learners. (EEF Teaching & Learning toolkit).</p>	4, 1
<p>Funding towards Pupil Premium Co-ordinator</p> <p>Promotion of hardship fund to support the needs of individual students and families – help with access to trips and equipment.</p> <p>Building relationships with individual students in order to check on welfare</p>	<p>Parental engagement has a positive impact on average of 4 months’ additional progress. (EEF Teaching & Learning toolkit).</p>	4, 5, 6
<p>Breakfast club and homework club for disadvantaged students.</p>	<p>Extending school time: moderate impact for moderate cost and has a positive impact of 3 months additional progress. (EEF Teaching & Learning toolkit).</p> <p>“There is some evidence that providing before-school breakfast clubs can benefit pupils” (EEF Menu of Approaches)</p>	1, 5, 6
<p>Promote extra-curricular activities among disadvantaged students.</p> <p>Participation will now be tracked and encouraged by the pupil premium co-ordinator.</p>	<p>“Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum”. (EEF Teaching & Learning toolkit)</p> <p>“There is a small positive impact of physical activity on academic attainment” (EEF Teaching & Learning toolkit)</p>	4, 5, 6



This includes funding for school trips, Duke of Edinburgh scheme, music lessons, sports activities, etc.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 140,000



Part B: Review of Outcomes in the Previous Academic Year and the 3-year plan 2020-2023

Intended Outcome 1

To achieve and sustain improved attendance for all students, in particular for our disadvantaged students.

Academic Year	Attendance for all students	Attendance for disadvantaged students
Sep 2020 - Jul 2021	95%	94%
Sep 2021 - Jul 2022	94.4%	91.5%
Sep 2022 - Jul 2023	94.1%	92.1%

Our work in raising the importance of good attendance has been successful. Our disadvantaged students have a higher attendance than the national average. There is, however, still some work to be done in closing the attendance gap so we are intending to keep this outcome on the next strategy plan.

Intended Outcome 2

Improved reading age among disadvantaged students across KS3

	All pupils improved reading age	Disadvantaged pupils improved reading age
Current Year 8	61%	90%
Current Year 9	46%	53%

Reading tests have demonstrated an improved reading age, particularly among disadvantaged students. The tutor literacy programme involving silent reading and guided reading is having a positive effect. The accelerated reader programme is partly funded from the pupil premium budget and rolled out across all of key stage 3. Regular targeted intervention took place through a paired and small group reading scheme delivered by the librarians, HLTAs, sixth formers and SLT. There are still students who have a lower reading age than their biological age, so this will stay on the strategy document for next year.

Intended Outcome 3

Improved attainment among disadvantaged students by the end of KS4, with a focus on EBacc subjects.

Measure	All students	Disadvantaged students	National average*
Progress 8	0.35	-0.01	
Attainment 8	53.38	40.83	
EBacc entry	53%	26%	
Grade 4+ in English and Maths	80%	44%	
Grade 5+ in English and Maths	61%	35%	

* National data are not yet available for 2022/23.

Almost all year 11 disadvantaged students in 2022/23 graded in each of their subjects. However, one student was graded a U in four out of five subjects, and one other student obtained one U.



Because there were only 27 disadvantaged students in year 11 last year, this has significantly affected the results. This outcome will continue to be a focus in the next strategy document.

Intended Outcome 4

To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.

This can only be measured through pupil surveys. Detailed surveys are completed each half term. Results are brought to SLT and heads of year to discuss improvements that need to be made. This is then fed back to students via tutors.

	2021	2022
I am always or mostly happy in school	82%	85%
I am taught and understand how to look after my emotional and mental health	75%	82%
I am taught and understand how to keep myself fit and healthy	92%	92%
If I was worried about anything, I know there is always someone to speak to in school	85%	85%

These are positive results from student voice. However, the school development plan still has a target to enhance opportunities for students to understand and pro-actively support their own mental health and wellbeing, so this will be remaining on our strategy.

Intended Outcome 5

To sustain improved access to the necessary educational resources among our disadvantaged students.

Some of the pupil premium budget each year is spent on financial assistance for specific students. Last academic year, we spent £5000 ensuring that disadvantaged students could access school trips. This ranged from fully funding day trips that were an essential part of the curriculum (such as the Year 7 trip to the Natural History Museum) to making a 25% contribution to residential trips that support pastoral development. We spent £3000 providing equipment, books and revision guides as well as making contributions towards music lessons, uniform, meal subsidies and exam re-sit fees. We have also provided laptops for home use where students would otherwise not be able to access online homework.

As budgets reduce, we will have to monitor this spending more closely. However, because of the difference it makes to some of our students, it will clearly remain an outcome on the next strategy plan.

Intended Outcome 6

Improved uptake of co-curricular and enrichment opportunities among disadvantaged students.

This academic year, we have begun to track the attendance of disadvantaged students at co-curricular and enrichment opportunities. This is not yet complete, so will remain a target for next year.



Externally Provided Programmes

Programme	Provider
GCSE POD	Soundbite Learning Education on Demand
Accelerated Reading Programme	Accelerated Reader
Provision Map	TES Global Ltd