



Pupil premium strategy statement (secondary)

To ensure that the funding is spent on the students who are eligible for it, spending on whole cohort interventions will reflect the PP make-up of the cohort eg only 40% of the cost of interventions that will benefit other non-eligible students will come from Pupil Premium funding, as approximately 40% of students are eligible.

1. Summary information

School	Eastbrook School				
Academic Year	2020-20	Total PP budget	£349,295	Date of most recent PP Review	2015/6
Total number of students (6th form)	871 (50)	Number of pupils eligible for PP in Secondary	349 (40%)	Date for next internal review of this strategy	04/21

2. Current attainment

	Pupils eligible for PP (non PP)	Pupils not eligible for PP (national average 2018-19)
% achieving 9-5 English/Maths (2019/20)	39 (31)	
% achieving in 9-4 English / Maths (2019/20)	71 (60)	64%
Progress 8 score average	+0.66 (+0.1)	-0.03
Attainment 8 score average	43.29 (41.36)	46.6

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school)*

A.	Low literacy levels / attainment on entry with poor literacy or English as Additional Language
B.	Progress 8 gap and in number of students following EBAC pathway between PP and non-PP students
C.	Attainment Gaps in English and Maths between PP and non-PP students
D.	PP student participation in extra-curricular activities is less than non PP students

External barriers *(issues which also require action outside school)*

E.	Attendance of students eligible for Pupil Premium is below that of non PP and PA PP is higher compared to non PP.
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4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	English data to indicate that the PP gap is reduced in Y10 and Y11 to bring in line with non PP. Maths data to indicate that the PP gap is reduced in Y10 and Y11 to bring in line with non PP.	The gap is closed between PP students compared to non, indicated by assessment data for teacher assessment, internal and external examinations
B.	English and Maths data in Y7 & 8 to indicate that the PP gap is reduced to bring in line with non PP.	The gap is closed between PP students compared to non, indicated by internal assessment data.
C.	Attendance gap closes for PP students	The gap is closed between PP and non PP attendance figures.
D.	Reduce the proportion of PP Persistent Absentees to at least be in-line with non PP.	Drop in the percentage of PP students who are PA's
E.	An increase in the number of PP students participating in subject trips, extra-curricular activities and visits	An increase in the number of PP students participating in extra-curricular activities and tracking in place



5. Planned expenditure

Academic year **2020-21**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all – Classroom Pedagogy

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes.	<p>Quality first teaching Coaching and IRIS Feedback review</p> <p>Character and Academics curriculum focus</p>	<p>The difference between PP and non-PP students can be further improved building on work of previous years. PP students benefit most from quality first teaching</p> <p>PP students must be provided with a robust and sequenced curriculum that develops, encourages and supports their future life choices</p>	<p>Meeting cycle for Curriculum, Year and Intervention leadership teams</p> <p>Quality assurance cycle</p> <p>Curriculum Leadership Team and process of KS3 / KS4 and curriculum review</p>	<p>SLT</p> <p>SLT / HOYA / subject post holders</p>	Ongoing through year
Increased focus on progress in all year groups.	Continue with separation of Head of Year Achievement & Head of Year Pastoral	<p>The Head of Year Achievement prioritises underachieving disadvantaged students for monitoring / mentoring. This is particularly significant considering the importance of maximising impact in Y7-8 (KS3 – The Wasted Years.)</p> <p>The Head of Year Pastoral prioritises behaviour and attendance.</p>	Meetings involving Head of Year and Heads of En / Ma after each Teacher Assessment point. This process needs to be developed and embedded to raise the profile of PP in each year group. Underachieving PP students are prioritised for mentoring and strategies discussed at each prediction meeting.	Deputy Head teacher – Year Leadership Teams (YLT) Assistant Head teacher – Inclusion Leadership Team (ILT)	Continual monitoring via line management, assessment, attendance and behaviour data and examination results.



Improved outcomes.	Continue role of whole school literacy coordinator and maintain staffing in maths.	The Education Endowment Foundation Toolkit suggests that small group tuition and reducing class sizes are proven to accelerate progress of PP students by 3 and 4 months respectively. The SEN dept and Literacy Lead will work with key staff in each faculty including HoDs	Line management by SLT in charge of teaching and learning to ensure that literacy is viewed as part of teaching and learning by all staff. Leadership of numeracy by SLT	Deputy Head - Teaching and Learning. Head of English/Head of Maths	Ongoing through Quality Assurance Cycle.
Increase in the percentage of PP students following EBAC curriculum	More PP students to receive individual guidance in KS4 curriculum subjects and to follow EBAC curriculum	PP students take-up of MFL and Humanities lower than non- PP	Review of student subject allocation and choices prior to circulation	SLT curriculum lead	Ongoing through option process in Spring/Summer terms
Total budgeted cost					£200,000



ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Close the gap in literacy between PP and non-PP students	<ol style="list-style-type: none"> 1. Increased comprehension practice in wide variety of subjects and topics 2. Targeted teaching and acquisition of Tier 2 vocabulary <ul style="list-style-type: none"> • Bedrock Vocabulary – an online, multi-modal programme • Introduced by the students' English teachers • Occasional lessons/form times used for Bedrock lessons but mostly set as whole school homework 	<ul style="list-style-type: none"> • Disadvantaged students are, from an early age, exposed to fewer words than the more advantaged • Spoken language is not enough to support reading and understanding of text books and exam papers <p>Tier 2 vocabulary not always specifically taught – focus is always more on Tier 3 words (subject terminology)</p>	<ul style="list-style-type: none"> • Weekly homework on SMHW • Support of AHOYs to ensure there is a focus on Bedrock every few weeks during form time • Parent letters to be sent home – has details so parents can create their own account and can monitor their children <p>PROUD points and leader boards to encourage participation</p>	KS3 En lead with support of English department	<ul style="list-style-type: none"> • First review in February 2021 • Further review in July 2021



Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes and closing of gap between PP and non PP in core subjects.	<p>Ensure PP students are invited and attend interventions and masterclasses.</p> <p>Purchase of materials and resources to co-ordinate withdrawals of PP.</p> <p>Explore possibility of using external tutoring for identified PP students</p>	<p>To provide new and relevant resources for intervention sessions that do not overlap with resources used in classroom teaching.</p> <p>1-1 targeted support</p>	Requests from Subject Leads and timetabled programme of content	Subject Leads HoY Achievement Y11	Ongoing monitoring and evaluation of attendance and impact through raw score and prediction data.
<p>Gap closed between PP and non PP during Y7, Y8 & Y9 Ma</p> <ul style="list-style-type: none"> In class focus by teachers Develop use of online interventions where Safe Opening timetable & day structure doesn't allow for direct intervention 	<p>Class teachers to monitor, identify and diagnose gaps in learning</p> <p>Individualised Intervention programme for identified students using SAM Learning</p>	<p>Gaps in learning not consistent across cohorts requiring an individual approach</p> <p>Research has shown SAM learning to be successful in raising student attainment and motivation</p> <p>FFT Datalab 2018</p>	<p>Oversight through Maths leadership team</p> <p>KS3 Ma lead will put together programme, promote engagement and monitor impact</p>	KS3 Maths lead	<p>Ongoing agenda item in team meetings</p> <p>Evaluation of data from SAM learning on time spent learning and percentages outcomes recorded in assessment sections</p> <p>Outcomes for PP students within programme in identified areas</p>



Gap closed between PP and non PP during Y10 & Y11 in Ma	In class specific teacher named actions for Y10 and Y11 PP students.	The Education Endowment Foundation Toolkit highlights that this has high impact.	Regular tracking of termly assessment data identifies gaps between PP and non PP students.	KS4 Maths lead	Continual monitoring via assessment data.
Gap closed between PP and non PP on borderline grade 4/5 and 7-9	Saturday 1:1 intervention	The Education Endowment Foundation Toolkit highlights that this has impact.	Students selected by teachers to take part in 1:1 tuition, with an emphasis of those who are PP and are one grade below the non PP students, to counter the impact of historic compounded underachievement	KS4 Maths lead	Continual monitoring via assessment data.
Improved outcomes for Mable PP students.	Continue funding for The Brilliant Club.	The Brilliant Club raises aspirations while challenging students. Track record of success with students who attended The Brilliant Club, completing the course and achieving high level degree outcomes	The Brilliant Club will be led by G&T lead who has implemented this strategy successfully before.	G&T lead	Ongoing through attendance and submission of assignments
Improved outcomes for EAL students.	To provide language support for EAL students during lesson so that they do not become further disadvantaged because of a language barrier. Core subject induction lessons in En, Ma & Sci	Increasing number of PP students are EAL and need to support ethnic minority students, many of whom are disadvantaged	Timetabled programme of support for students identified on entry. Regular reassessment to assess language development needs.	EAL co-ordinator	Continual monitoring via assessment data and examination results.
Total budgeted cost					£32,000



iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increasing opportunities for PP students to revise. Improved outcomes.	Exam board revision guides purchased in core subjects.	To provide PP students with the necessary resources to revise independently.	Revision guide purchase tracked by Subject Leads to ensure PP student buy in.	Assistant Head teacher – PP lead	After each data drop
Increasing opportunities for PP students to revise. Improved outcomes.	Study evenings for Y11 throughout the year in all subjects and Exam Boost sessions in the run up to GCSE examinations. Refreshments and revision materials will be provided. Use of MyTutor targeted subject sessions to address gaps in knowledge	This is to provide opportunities for students to revise with subject staff on the morning of the GCSE exam and at regular intervals throughout the academic year. Revision materials and refreshments are provided so that PP students can revise with teacher guidance and correct equipment. PP students more likely to live in overcrowded housing and less likely to have good internet access both of which will have impacted on effectiveness of remote home learning.	Attendance to sessions tracked to ensure PP students attend. Phone calls/Group Call messages home to parents as reminders.	Head of Year Achievement HoD En, Ma & Sc to oversee and assess implementation	Continual monitoring via assessment data and examination results after each data drop. Termly - Ongoing



Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance for PP students.	Continue funding to support additional time for Attendance Officer plus administration and leadership time for coordination/home visits Etc.	Poor attendance is one of the main barriers to learning and PP attendance is currently just lower than non PP.	Attendance tracked weekly. Regular updates at SLT. Attendance team home visits. Heads of Year support attendance through trackers in tutor time. Form tutors to support.	Assistant Head teacher– ILT	Termly
Improve attendance for PP students	Funding for additional time for work with any PP students where attendance drops below 91%	PP attendance more fragile than non PP so earlier specific intervention point identified. Poor attendance is one of the main barriers to learning and PP attendance is currently just lower than non PP.	ILT weekly meetings KK meetings with AHT - ILT	Assistant Head teacher – ILT KK	Ongoing half termly review and weekly meetings
Gap closed between PP and non PP during Y10 & Y11 in maths	In class specific teacher named actions for Y10 and Y11 PP students.	The Education Endowment Foundation Toolkit highlights that this has high impact.	Regular tracking of termly assessment data identifies gaps between PP and non PP students.	KS4 Maths lead	Continual monitoring via assessment data.
Gap closed between PP and non PP on borderline grade 4/5 and 7-9	Saturday 1:1 intervention	The Education Endowment Foundation Toolkit highlights that this has impact.	Students selected by teachers to take part in 1:1 tuition, with an emphasis of those who are PP and are one grade below the non PP students, to counter the impact of historic compounded underachievement	KS4 Maths lead	Continual monitoring via assessment data.



Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increasing opportunity.	Alternative curricula to support students who are at risk of permanent exclusion and who can no longer progress in mainstream education funded through alternative providers	An alternative education programme which is tailored to the specific needs of students with multiple complex barriers to learning who are struggling to access mainstream education.	Trusted providers will be selected to ensure that individual needs of students are met and the curriculum is tailored to those needs.	Assistant Head teacher – ILT	Ongoing through placement visits and external reports on progress.
Gap closed between PP and non PP during Y10 & Y11 in maths	In class specific teacher named actions for Y10 and Y11 PP students.	The Education Endowment Foundation Toolkit highlights that this has high impact.	Regular tracking of termly assessment data identifies gaps between PP and non PP students.	KS4 Maths lead	Continual monitoring via assessment data.
Gap closed between PP and non PP on borderline grade 4/5 and 7-9	Saturday 1:1 intervention	The Education Endowment Foundation Toolkit highlights that this has impact.	Students selected by teachers to take part in 1:1 tuition, with an emphasis of those who are PP and are one grade below the non PP students, to counter the impact of historic compounded underachievement	KS4 Maths lead	Continual monitoring via assessment data.



Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased opportunities for extra-curricular activities	Funding will be used for programmes of enrichment such as DofE and for KS3 and subject specific interventions for KS4.	To provide extra-curricular opportunities for disadvantaged students with low cost implication for parents.	Trusted providers will be selected to ensure a wide range of activities are available to engage students.	Head of Year Achievement for all years	Half termly.
Increasing opportunity.	Disadvantaged students will be subsidised on educational visits.	To ensure that a range of trips of an affordable nature are available to students in all year groups. DFE School Cultures and Practice Research (May 2018) cites this as having high impact.	Whole school target required for PP participation in school trips and Subject Leads to target PP students to attend educational visits. Heads of Year will track participation in educational visits	Head of Year Achievement for all years	Ongoing through tracking and monitoring each half term.
Raising aspirations.	Students will visit FE and HE to broaden their horizons during	To provide students with taster sessions at different colleges of a range of post 16 courses to raise aspirations and broaden horizons.	Trusted providers will be selected to ensure a wide range of activities are available to engage students.	Assistant Head teacher – Careers	Annually
Increased engagement with school for hard to reach PP students with complex barriers to learning	HOY A & P roles	To provide extra support, challenge and mentoring for identified disadvantaged students		Head of Strand – Behaviour. Assistant Head teacher – ILT	Annually
Total budgeted cost					£ 117,000