

Pupil premium strategy statement - Secondary

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Eastbrook School
Number of pupils in school (Secondary)	981
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (<i>3 year plans are recommended</i>)	2023/2024 to 2025/2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jamie Gibson, Headteacher
Pupil premium lead	Deputy Headteacher, Anamul Khan
Governor / Trustee lead	Evelyn Carpenter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Secondary)	£380,880.00
Recovery premium funding allocation this academic year (Secondary)	£ 112,716.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (Secondary) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 493,596.00

Part A: Pupil premium strategy plan

Statement of intent

At Eastbrook School we have set ourselves a target of excellent outcomes for all and this is even more pertinent to disadvantaged pupils, as often excellent outcomes for this group is an injustice to their full potential despite cumulative negative impact of historic underachievement. So, at Eastbrook School, excellent outcomes for all are not considered as irrespective of their background, rather we recognise that we need to carefully consider affective intervention strategies that will have the highest impact on our students' outcomes who are from a disadvantaged background.

We realise that the first step in this ambitious intent is to work to close the disadvantaged gap we were quick to respond during the pandemic and minimised the impact of it in making that gap any wider. Much work had gone in during the pandemic to ensure our disadvantaged students had access to the school to safely attend on site and take part in live remote teaching and received outstanding pastoral care from our dedicated staff. We spent significant resources to ensure disadvantaged students had the technology essential to participate in education as well as the stationery and meals which most take for granted.

We realise that often intervention strategies that work for disadvantaged students are just as equally affective when deployed to all students and as such leaders in Eastbrook sometimes deliver intervention which targets all students but there is always an intended outcome for disadvantaged students by either targeting this group through analysis and carefully considering their barrier first before implementing a strategy for all.

We recognise and believe that quality first teaching is ultimately the main driver for excellent outcomes for all and as such we have implement the learning and teaching principles of Rosenshine as our quality first teaching strategy. This in turn will help disadvantaged students to participate fully in all learning activities in school by breaking down barriers that allow some students to be forgotten in the classroom and remain unchallenged to stretch themselves.

We know that excellent attendance is vital for disadvantaged students, as such we have dedicated practices that help all students to achieve excellent attendance and punctuality to school and to all lessons. Our attendance protocol and practices are slowly proving to work and so we will continue to do so in our strategy. We know that emotional and personal development can sometimes be a barrier to achieving excellent outcomes, and so our Pastoral team with the two Heads of Year, one tasked to care for the academic achievement of students and the other tasked to care pastorally, enables students to participate in lessons and learning without disruptions. Pastoral support is an area that is going from strength to strength. The Character approach is affective and it is at the core intent of academic subjects.

Since the pandemic we have utilised the recovery premium by effectively targeting disadvantaged students to participate in 1-2-1 tuition and small group tuition. It is our intention to continue the use of the recovery premium to target support through recognised and affective National Tutoring partners.

We will achieve excellent outcomes for disadvantaged pupils by:

- Ensuring staff are trained and deliver quality first teaching to disadvantaged students, and identify early those students who are not making the expected progress.
- Knowing what strategy is best implemented for the best possible impact, by carefully diagnosing the need of the student by looking at a variety of relevant data.
- Challenging all staff to take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Impact on learning due to repeat sanctions resulting in disadvantaged pupils being out of class more than non-disadvantaged pupils.
2	Attendance gap between disadvantaged students and non-disadvantaged students, in particular persistent absence.
3	Maintaining the improvement at closing gaps in Attainment and Progress between disadvantaged students and non-disadvantaged students
4	Disadvantaged students being able to access the curriculum by meeting the need for subject specific resources.
5	Career guidance for disadvantaged students resulting in increased entry into Ebacc and post 16 pathways.

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 reduce the amount of time disadvantaged students spend out of class due to repeat sanctions.	<ul style="list-style-type: none"> - Behaviour tracking data shows reduced gaps in disadvantaged students out of class due to sanctions compared to non-PP. - Increased proportion of positive PROUD points on school MIS system for disadvantaged students.
To close the gap of disadvantaged students attendance by working towards the attendance of non-disadvantaged students.	<ul style="list-style-type: none"> - Attendance tracking data shows improved attendance for disadvantaged students. - Overall school attendance to be at or above national average.
To continue the trend in closure of attainment and progress gap between disadvantaged students and non-disadvantaged students.	<ul style="list-style-type: none"> - Internal school tracking data shows improved attainment for disadvantaged students. - External national key headline measures show disadvantaged gap continues to close or has been closed.
To help Disadvantaged students access the curriculum by meeting the need for subject specific resources.	<ul style="list-style-type: none"> - Participation within lessons and independent learning. - Quality work produced which in turn results in improved outcomes.
To provide excellent age critical careers guidance so disadvantaged students make ambitious choices for Ebacc and for their post 16 choices	<ul style="list-style-type: none"> - Entry data for Ebacc - Destination data

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, CPD, recruitment and retention)

Budgeted cost: £ 275,593.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	<p>Pupil outcomes improve with effective CPD, this year the new CPD policy puts CPD strategy in the 'hands' of the departments, to plan what CPD is needed to achieve the overall department and school objectives.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	3
NQT and RQT retention	<p>A recent pilot study shows promising results in the effect of supportive programmes that enable retention of ECTs. There is a dedicated programme at Eastbrook that supports teachers in their NQT year and onwards into NQT+1.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support</p>	3
School-wide Learning and Teaching pedagogy	<p>The metacognition that is developed by having a school-wide approach to learning teaching enables students to develop skills in eventually evaluating their own learning experience. The impact can be +7 months.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1, 2, 3
Team teaching and/or smaller groups sizes	<p>Through the retention of specialist teachers in Maths, MFL and History, we offer team teaching and smaller class sizes, impacting the outcomes of disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1, 3

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

Budgeted cost: £ 32,253.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One-to-one and small group tuition</i>	<p>One-to-one and small group tuition impacts +5 and +4 month respective. Through the use of the recovery premium, disadvantaged students are targeted for intervention in English, Maths and Science.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3
<i>Homework support clubs</i>	<p>Homework has a +5 month impact with pupils in secondary schools. Homework clubs provide a space in school for disadvantaged student who may not have that opportunity at home.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	3, 4
<i>Extended day</i>	<p>Extending the learning time for students ensures opportunity for depth and breadth coverage of the national curriculum. The extra curricular for Yr11 and Yr10 allows catch-up and targeted interventions.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	3

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

Budgeted cost: £ 185,750.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance welfare officer</i>	<p>The improving school attendance guidance shows that clear and affective structures can improve attendance and persistent absence.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	2
<i>Trips and clubs</i>	<p>Participation in extra-curricular clubs can improve pupil engagement across the curriculum. In particular the EE research shows that for Arts related trips and clubs, there is impact on literacy and mathematics amongst other areas of the curriculum.</p>	4

	Arts participation EEF (educationendowmentfoundation.org.uk)	
<i>Post 16 guidance</i>	<p>Aspiration intervention can range from different approaches, though exposing children to new opportunities raises aspiration which is often attributed to improved attainment.</p> <p>Eastbrook provides clear targeted career guidance around post 16 to enable students to make their own aspirational goals.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<i>Behaviour support, HOYP and THRIVE</i>	<p>Behaviour intervention seek to improve attainment by improving engagement in learning.</p> <p>Specific programmes such as THRIVE support students with specific behaviour issues.</p> <p>HOYP support the creation of a general school ethos and one-to-one behavioural therapy.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<i>Character Education</i>	<p>Our Character Education programme is a Social and emotional learning (SEL) intervention by design. Our school led approach to building a positive school ethos supports students to engage in learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<i>Alternate provisions</i>	<p>Reducing challenging behaviour in school helps reduce variety of behaviours which impact learning for all.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 2
<i>Uniform and equipment</i>	<p>Although this intervention has low impact, this allows disadvantaged students to participate in the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	1, 2, 3

Total budgeted cost: £ 493,596.00

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 **2022 to 2023** academic year.

To reduce the amount of time disadvantaged students spend out of class due to repeat sanctions

Intended outcome	Success criteria
To reduce the amount of time disadvantaged students spend out of class due to repeat sanctions.	Behaviour tracking data shows reduced instances of disadvantaged students out of class due to sanctions. Increased proportion of positive PROUD points on school MIS system for disadvantaged students.

PENDING

To close the gap of disadvantaged students attendance by working towards the attendance of non-disadvantaged students.

Intended outcome	Success criteria
To close the gap of disadvantaged students attendance by working towards the attendance of non-disadvantaged students.	Attendance tracking data shows improved attendance for disadvantaged students. Overall school attendance to be at or above national average.

The gap between PP students and non-PP students still exists, however the persistence absence gap is showing to be improving in 2023_24 academic year compared to 2022_23 academic year. The attendance gap is showing to be improving in 2023_24 academic year compared to 2022_23 academic year.

Attendance %	22/23	Term 1 : 23/24 Year
PP PA rate	59.7%	37%
NPP PA rate	40.99%	23.84%
PP Att. EBK	83.46%	87.39%
NPP Att. EBK	89.07%	92.30%

To continue the trend in closure of attainment and progress gap between disadvantaged students and non-disadvantaged students.

Intended outcome	Success criteria
To continue the trend in closure of attainment and progress gap between disadvantaged students and non-disadvantaged students.	Internal school tracking data shows improved attainment for disadvantaged students. External national key headline measures show disadvantaged gap continues to close or has been closed.

It is not advisable to compare 2023 outcomes with those in the years during and immediately after the pandemic, as there were additional support in place for examinations and the process involved Teacher and Centre assessed grades in some of those years. Standards in the 2023 examinations were brought back to standards from 2019.

Although the starting point for both PP and non-PP students was about the same in terms of KS2 scaled scores, the gap has grown in a few key areas between the two groups, most noticeably the Progress 8 score, indicating that compounding factors have grown the gap of progress made by PP and non-PP students.

We have however improved the Ebacc entry rate of PP students as well their Ebacc APS score. In both English and Maths, PP students do better or very similar to Non-PP students. In science we also see good performance in terms of gaps being closed between the two groups.

Non-PP students perform better than PP students in the Humanities and in MFL. The percentage of students achieving the top grades 9-7 shows a gap between the two groups.

	2023 PP	2023 non-PP
Roll	71	146
KS2 APS	102.41	102.97
P8	-1.08	-0.31
A8	34.48	33.61
% Ebacc entry	34.72	27.46
Ebacc APS	2.96	2.95
% 4+ Eng	51.39	44.37
% 5+ Eng	36.11	34.51
% 4+ Ma	51.39	53.52
% 5+ Ma	34.72	33.8
% 4+ En & Ma	44.44	42.25
% 5+ En & Ma	30.56	27.46
% 4+ Sc	44.44	40.14
% 5+ Sc	25.00	26.06
% 4+ Humanities	30.56	28.17
% 5+ Humanities	18.06	21.13
% 4+ MFL	25.00	30.28
% 5+ MFL	19.44	23.94
% 5 or more 5+	27.78	28.17
% 5+ incl En/Ma	23.61	24.65
% 9-7 any	6.53	13.3
% 9-5 any	36.25	38.26

To include disadvantaged students in enrichment activities across the curriculum.

Intended outcome	Success criteria
To include disadvantaged students in enrichment activities across the curriculum.	Monitor engagement by tracking pupil attendance in enrichment activities. Pupil voice samples disadvantaged students. Website publishes enrichment activities.

The school website catalogues trips, clubs and other enrichment activities.

<https://www.eastbrookschoo.org/secondary/>

The sample table below shows that the percentage of PP students who participate in enrichment activities tends to meet at times the proportion of PP students in the school, which was 38% in the academic year 2022_2023. Departments are more increasingly actively mindful to involve PP students.

Enrichment Activity Aut1 & 2 2022_2023	Purpose / intended outcomes / impact in your area	Subject	Year group	PP % Attend- ance (and num- ber of students)
<i>INIVA Art Workshop</i>	<i>Creatively explore themes of identity and its relationship with mental health and wellbeing. Students will work with cultural organisation Iniva, therapeutic support service</i>	<i>Art & Design</i>	<i>Yr9</i>	<i>46% (6)</i>
<i>Netball</i>	<i>Develop netball skills</i>	<i>PE</i>	<i>7</i>	<i>25%</i>
<i>Basketball boys</i>	<i>Develop basketball skills</i>	<i>PE</i>	<i>7 8 9 10</i>	<i>6.66% 26.66% 33.33% 33.33%</i>
<i>Basketball lunchtime</i>	<i>Recreation basket- ball, meet friends, get fit</i>	<i>PE</i>	<i>7</i>	<i>16.66</i>
<i>MFL club</i>	<i>Developing pupils' cultural awareness and understanding (family celebrations and festivals)</i>	<i>French</i>	<i>8</i>	<i>42.3%</i>

To provide excellent age critical careers guidance so disadvantaged students make ambitious choices for Ebacc and for their post 16 choices

Intended outcome	Success criteria
To provide excellent age critical careers guidance so disadvantaged students make ambitious choices for Ebacc and for their post 16 choices	Entry data for Ebacc Destination data

The school had relaunched its sixth form with only a Year 12 cohort, and as such the destination data for post 16 is not relevant for the academic year 2022_2023.

A robust new options guidance process has encouraged and supported PP students to surpass the entry to Ebacc compared to Non-PP students, also the Ebacc APS shows a slight improvement.

	2023 PP	2023 non-PP
% Ebacc entry	34.72	27.46
Ebacc APS	2.96	2.95

Externally provided programmes

Programme	Provider
Therapy/counselling	THRIVE
Enrichment and access to curriculum	Evolve
Attendance programmes	SIMS additional package
Tuition	MyTutor / ActionTutor
Literacy	Bedrock Literacy assessment online
Baseline assessment	CAT4