



National College for Teaching & Leadership

Pupil premium strategy statement:
School: Eckington School – LEAP ACADEMY

1. Summary information					
School	Eckington School (LEAP Academy)				
Academic Year	2018 - 2019	Total PP budget	197,000	Date of most recent PP Review	September 2018
Total number of pupils	1062:Y7 – 11 1201:Y7 – Y13	Number of pupils eligible for PP	192 Y7 – 11 210 Y7 – Y13	Date for next internal review of this strategy	September 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% 7+ in Eng/Maths	0	na
%7+ in Ebacc English	6.3	na
%7+ Maths	3.1	na
% 5+ in Eng/Maths	17	50
% 5+ in Ebacc English	37	67
% 5+ in Maths	20	56
% 4+ in Eng/Maths	40	71
% 4+ in Ebacc English	57	81
% 4+ in Maths	43	76
Progress 8 score Average	-0.68	0.13
Progress 8 English	-0.78	0.11

October 2018

Progress 8 Maths	-0.71	0.12
Progress 8 Ebacc	-0.65	0.14
Progress 8 open	-0.62	0.12
Attainment 8 score average	35.95	49.96

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	GCSE measures of attainment and progress are lower than those for Non DA students, particularly in core and Ebacc subjects.
B.	Student disengagement with learning and enrichment opportunities.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
C.	Attendance of DA students.
D.	Parental disengagement with their child's learning.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress rates in all areas for disadvantaged students, especially in English, maths, science and humanities.	<p>ENGLISH</p> <ul style="list-style-type: none"> Year 11 DA cohort to achieve an APS/Average grade for English element of 4.5. Year 11 DA cohort to achieve $\geq 55\%$ 5+ in English. Year 11 DA cohort to achieve $\geq 75\%$ 4+ in English. The progress 8 score to be greater than in 2018 (>-0.78). To reduce the in school gap between DA and all students (<-0.26). <p>MATHS</p> <ul style="list-style-type: none"> Year 11 DA cohort to achieve an APS/Average grade for maths element of 4.5. Year 11 DA cohort to achieve $\geq 50\%$ 5+ in maths. Year 11 DA cohort to achieve $\geq 70\%$ 4+ in maths. The progress 8 score to be greater than in 2018 (>-0.71). To reduce the in school gap between DA and all students (<-0.45).

		<p>EBACC SCIENCE</p> <ul style="list-style-type: none"> • Year 11 DA cohort to achieve an APS/Average grade for Science element of 4.5. • Year 11 DA cohort to achieve $\geq 50\%$ 5+ in science. • Year 11 DA cohort to achieve $\geq 65\%$ 4+ in science. <p>HUMANITIES</p> <ul style="list-style-type: none"> • Year 11 DA cohort to achieve an APS/Average grade for humanities element of 4.5. • Year 11 DA cohort to achieve $\geq 50\%$ 5+ in humanities. • Year 11 DA cohort to achieve $\geq 65\%$ 4+ in humanities. <p>EBACC (Mainly Science and Humanities)</p> <ul style="list-style-type: none"> • The DA progress 8 score to be greater than in 2018 year (> -0.65). • To reduce the in school gap between DA and all students (< -0.41). • The DA Progress 8 score for Ebacc to be greater than 2018 (> -0.643) <p>Y7 – Y10 DA students</p> <ul style="list-style-type: none"> • Overall DA students' progress in English, maths, science and humanities improves at each reporting point.
B.	Improved engagement of DA students.	<ul style="list-style-type: none"> • The students working with Learning mentor in Y7 and Y8: <ul style="list-style-type: none"> ○ Average A2L score improves over time (from when the learning mentor first starts working with them to the end of the academic year). ○ Decreased number of supervision room sendings for each individual student (from when the learning mentor first starts working with them to the end of the academic year). ○ Improved attendance and punctuality for each individual student (from when the learning mentor first starts working with them to the end of the academic year). • The Y7 – Y10 DA students identified for homework monitoring: <ul style="list-style-type: none"> ○ Reduce the number of missed homework from the time when they are identified to the end of the academic year. • Increased number of active student leaders who are DA

		<p>compared to 2017 - 2018. At least 20/27 DA student leaders are active in their leadership role. These students should also have an overall average Active Learner A2L score at each reporting point.</p> <ul style="list-style-type: none"> • Increased percentage of DA students going into sixth form compared to 2018 > 9/26 i.e.25% (2018). • The students working with DA TLR holders: <ul style="list-style-type: none"> ○ Average A2L score is >2 for each student in each targeted subject throughout the year.
C.	Improve attendance and punctuality of D.A. students.	<ul style="list-style-type: none"> • Decrease number of DA students below 95% by July 2018: <ul style="list-style-type: none"> ▪ In 2017 -2018 104 DA students had attendance 95% or below. ▪ At October 2018 94 DA students had attendance 95% or below. • Overall D.A. students' attendance at each half term is better than the previous year. • Overall D.A. students' attendance in each year group at the end of each term is better than previous year • Decrease the number of DA students who are late to school. Reduce the number of 'lates' each half term compared to the previous year/or the previous half term. (30 DA students late in half term 1 2018 – 2019)
D.	Improved progress rates of DA students through improved parental engagement.	<ul style="list-style-type: none"> • Increased number and quality of communications between school and home for students working with the learning mentor. • Increased number and quality of communications between school and home for students working with DA TLR holders. • Positive responses from parents at the end of the programmes with regards to DA appointments or/and Learning mentor. e.g. they feedback that the experience has helped them, and their child.

You may have more than one action/approach for each desired outcome.

5. Planned expenditure					
Academic year		2018 - 2019			
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					
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?
A.	Revisit non negotiables when questioning with staff, embed them into everyday practice for all staff.	Questioning should aim to help students think about their own learning more explicitly i.e. metacognition. This is shown to have high impact on students' progress (EEF Toolkit). Evidence that quality first teaching and learning impacts heavily on DA students (Ofsted finding). Numerous studies by Black and Williams also highlight the importance of the non-negotiables to thinking, learning and progress.	QLTA SLT working group Quality Assurance – SLT/LoTL drop ins SLT link discussions with LOTL Features in department improvement plans and continuous monitoring/review.	RGA	Ongoing through improvement planning
A.	Ensure students' response to questions is deep and extended, as appropriate, and that teachers are challenging students and supporting them to improve answers, when necessary.	Questioning should aim to help students think about their own learning more explicitly i.e. metacognition. This is shown to have high impact on students' progress (EEF Toolkit). Evidence that quality first teaching and learning impacts heavily on DA students (Ofsted finding). Diagnostic teaching research by the EEF suggests that cognitively challenging talk and questioning leads to gains for students, particularly in English Language, Mathematics and Science.	QLTA SLT working group Quality Assurance – SLT/LoTL drop ins/ work scrutiny SLT link discussions with LOTL Features in department improvement plans and continuous monitoring/review.	RGA	Ongoing through improvement planning

A.	Use the TLCs to facilitate self/peer evaluation of questioning techniques and practices, and to further improve questioning skills, strategies and practices. Include in appraisal objectives, as appropriate.	Evidence suggests that when teachers work together on their pedagogy they improve their everyday practice. In July, 2017, the EEF released the 'Embedding Formative Assessment' Report, a project that Eckington School was part of. These schools made the equivalent of 2 months additional progress in the A8 score of students.	QLTA SLT working group SLT link discussions with LOTL Appraisal documentation Features in department improvement plans and continuous monitoring/review.	RGA/ABU	Ongoing through improvement planning
A. B. D.	Ensure homework and other tasks are designed in such a way that they aid learning whilst enabling self/peer assessment. Use enhanced technology to engage students and parents.	The evidence from the EEF shows that the impact of homework, on average, is five months additional progress. The link between homework and educational achievement is supported by research: a meta-analysis of studies between 1987 and 2003 found homework to be positively and statistically significant. Hattie says that 'homework makes a bigger difference in secondary schools'.	QLTA SLT working group Quality Assurance – SLT/LoTL drop ins/ work scrutiny SLT link discussions with LOTL Features in department improvement plans and continuous monitoring/review.	RGA	Ongoing through improvement planning
A.	Develop the use of flipped learning.	The evidence from the EEF shows that the impact of homework, on average, is five months additional progress. The EEF's study on Maths flip showed a small impact (1 month of additional progress) on progress. However, the impact was much higher on disadvantaged students. A significant impact was also seen in student attitudes and engagement.	QLTA SLT working group Quality Assurance – SLT/LoTL drop ins Features in department improvement plans and continuous monitoring/review.	RGA	Ongoing through improvement planning
A.	Embed the use of an intervention toolkit which provides all teachers with strategies for wave one in-lesson intervention.	Hattie's top 10 high impact on learning and progress are all strategies for wave 1 in lesson intervention. (Visible Learning for Teachers. Hattie. 2018).	QLTA SLT working group Quality Assurance – SLT /LoTL drop ins/ work scrutiny Features in department improvement plans and continuous monitoring/review.	RGA	Ongoing through improvement planning

A.	Implement new marking and feedback policy at whole school and department level.	Effective feedback is proved to have high impact (EEF toolkit). In the book 'Visible Learning and Feedback' by Hattie and Clarke, 2018, research shows that feedback is one of the most powerful influences on learning and achievement.	QLTA SLT working group Quality Assurance – SLT/LoTL drop ins/ work scrutiny SLT link discussions with LOTL Features in department improvement plans and continuous monitoring/review.	RGA	Ongoing through improvement planning
A.	Using the PiXL classrooms model, ensure marked assessment tasks are followed by appropriate intervention/ intervention lessons to make learning gains.	Effective feedback is proved to have high impact (EEF toolkit). Evidence that quality first teaching and learning impacts heavily on DA students (Ofsted finding).	QLTA SLT working group Quality Assurance – SLT drop ins/ work scrutiny SLT link discussions with LOTL Features in department improvement plans and continuous monitoring/review.	RGA	Ongoing through improvement planning
A.	Ensure legacy aspects are built into assessment tasks to evaluate the impact of previous feedback to ensure students make significant progress.	Work/Books by David Didau, Alex Quigley and Daniel Willington all point to the importance of revisiting legacy aspects of work continuously through schemes of work in enhancing memory, learning and progress.	QLTA SLT working group Quality Assurance – SLT drop ins/ work scrutiny SLT link discussions with LOTL Features in department improvement plans and continuous monitoring/review.	RGA	Ongoing through improvement planning
A.	All staff are encouraged to have a target on their appraisal regarding DA progress.		QLTA SLT group Outcomes SLT group Appraisal system/procedure Quality Assurance SLT/LoTL drop ins Analysis of DA progress at each reporting point	ABU/CHO	Ongoing through improvement planning
A.	EBacc LoTLs network across the Trust, within curriculum areas, to gather, disseminate and embed best practice.	There is evidence that working in an academy trust rather than being 'inward looking' improves attainment and progress. Evidence from the DFE's 'Gaining Ground Strategy' found that school to school partnership working is most effective when schools have similar characteristics, are within reasonable travelling distance and have staff time and commitment from all partners and partnerships at different levels of seniority.	Outcomes SLT group	RGA/CHO	Ongoing through improvement planning

A.	Ensure all curriculum areas have a robust system of tracking progress (e.g. PLCs) to inform intervention/future teaching.	These strategies are all about AFL. Work/research by Black and William, C.Harrison, B. Marshall, Hattie etc all point to the positive impact of tracking, DTT, etc in accelerating learning and progress.	Outcomes SLT group SLT link discussions with LoTL Features in department improvement plans and continuous monitoring/review	CHO	Ongoing through improvement planning
B.	Create a positive culture and a climate for learning to improve the whole school ethos.	Research in school through questionnaires and focus groups. Speaking to students reveals that DA students do not always enjoy their learning, they do not always believe in themselves and what they are capable of. A larger proportion of DA students receive more sanctions than their Non DA peers.	PDBW SLT group	NTU	Ongoing through improvement planning
B.	Ensure all staff are using the LEAP Learning Plan to plan and execute lessons. Provide individual staff with coaching, as necessary.	Evidence that quality first teaching and learning impacts heavily on DA students (Ofsted finding). EEF's report 'The Attainment Gap' 2017 outlined 15 key lessons learned in its first six years, one of which was that what happens in the classroom makes the biggest difference.	QLTA SLT group Quality Assurance SLT/LoTL drop ins Features in department improvement plans and continuous monitoring/review	NTU	Ongoing through improvement planning
B.	Launch and embed the 'Smart students Keen to Learn' strategy.	Research in school through questionnaires and focus groups. Speaking to students reveals that DA students do not always enjoy their learning, they do not always believe in themselves and what they are capable of.	PDBW SLT group Weekly equipment/uniform checks Features in whole school and year team improvement plans which are continuously monitored and reviewed.	NTU	Ongoing through improvement planning
Total budgeted cost					£93,000

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?
A. B. D.	Appoint temporary TLRs in English, maths, science and humanities to drive improvements in the progress of Y11 DA students.	Past practice in Eckington school shows that there has been little impact on DA students who have received 'extra' intervention (sometimes delivered by non-specialists and not always discussed with classroom teachers). This strategy ensures that there is a lead in each department working with targeted students. The intervention will be personalised to the student and will involve a number of strategies from the EEF toolkit-mentoring/one to one tuition/feedback.	Outcomes for Learning SLT group will monitor progress at each RP and evaluate/discuss ways forward. KNE to have regular meetings with TLR holders to monitor strategies and impact on progress.	KNE	L and M SLT group Outcomes SLT group - at each Y11 RP: <ul style="list-style-type: none"> • November 2018 • January 2019 • March 2019 • August 2019
A.	Ensure the impact of intervention practice is measurable and effective in response to emerging, in-year issues.	Evidence from department standards review reports show that intervention is often put into place but without thought about how impact of these will be measured. They also show that intervention does not always address the issues that the data suggests.	Outcomes for Learning SLT group will monitor progress at each RP and evaluate/discuss ways forward. Standards Review meetings with LoTL.	CHO	Outcomes SLT group at each RP.
A.	Use co-tutors and surplus staffing to provide capacity to create intervention groups/strategies.	Enhanced staffing has assisted students in making accelerated progress in the past. In the DFE briefing paper 'Supporting the Attainment of DA students' November 2015 more successful schools saw students as individuals, each with their own challenges, talents and interests.	Outcomes SLT Group Intervention Drop ins	CHO	Outcomes SLT group at each Y11 RP.
A.	Identify and intervene with key marginal Year 11 DA students to impact upon group outcomes for DA learners. Progress reported on at Standards Review meetings.	In the DFE briefing paper 'Supporting the Attainment of DA students', the best schools work to identify what might help individual DA students to make the next steps in their learning. They focus on providing targeted support for underachieving students both inside and outside of school hours. They seek out strategies best suited to addressing	Outcomes SLT group Intervention Drop ins Standards Review meetings with LoTL KNE to have regular meetings with DA TLR holders to monitor strategies and impact on progress.	CHO/KNE	Outcomes SLT group at each Y11 RP.

A. B. C. D.	Identify and intervene with key marginal DA students in Y7-10 to impact upon overall progress of DA students. Progress reported at DA meetings with DA coordinator.	individual needs.	Outcomes SLT group KNE to have regular meetings with LoTL and Learning mentor regarding impact on targeted students' progress. At each reporting point analyse impact on progress/attendance/A2L for targeted students. STU to report back to KNE regarding the targeted students half termly, including information regarding contact with home.	CHO/KNE	At each data reporting point for each year group. Termly meetings with LoTL.
C.	To identify patterns and explore reasons for poor DA attendance.	Improved attainment and progress is linked to improved attendance. In Feb 2015, the DFE published a report 'The Link between absence and attainment at KS2 and KS4'. Research showed that, in general, the greater percentage of sessions missed across KS4, the lower the likely level of attainment. A briefing paper for school leaders called 'Supporting the attainment of disadvantaged students' in November 2015 stated that the most successful schools, in terms of raising attainment for DA/PP students, set up rapid response systems to address poor attendance. Attendance figures at Eckington, in the past few years, have seen a decline, particularly of DA students.	L and M SLT group PDBW group	ABU/KNE	End of Half term 1.
C. D.	Develop an attendance strategy/targeted response to improve attendance for targeted DA students.		PDBW SLT group LoSD/PSA's more involved in year groups' attendance Attendance officers work more with families Analysis of data weekly	NTU/RGA/KNE	December 2018 April 2019 July 2019
C.	Implement and improve data systems to be able to intervene early re attendance for targeted DA students.		PDBW SLT group LoSD/PSA's more involved in year groups' attendance Attendance officers work more with families Analysis of data weekly SLT member appointed to provide strategic leadership of attendance.	NTU/RGA/KNE	December 2018 April 2019 July 2019
Total budgeted cost					£87,000

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?
D.	To create and send out a termly newsletter to DA parents showing all the good news stories relating to DA students.	There is evidence to suggest that some of our most hard reaching parents are DA. The Eef toolkit estimates an increase of 3 months for strategies that improve parental engagement. We want to create a positive impression of school demonstrating their students' opportunities and achievements.	KNE to create and send out newsletter to all DA students twice a year.	KNE	July 2019
D.	Use Twitter and other social media techniques to enable meaningful dialogue between DA parents and school.	In an article from The Guardian called 'Family Ties: How to get parents involved Children's Learning' stated that 'emphasis on positivity is the key to generating interest. Celebrating something brilliant that a DA child has done can be a wonderful tool'.	KNE to send at least one social media blog/tweet at least once every month.	KNE	July 2019
B	To embed the provision map for University links so that targeted DA students from Y7 to Y11 experience a range of University activities.	Cultural extension activities are cited as being the most popular for use with DA students. (Research to understand successful approaches to supporting the most academically able disadvantaged pupils – Nov 2018). One recommendation from 'The Sutton Trust' review 'Increasing HE participation for Disadvantaged Young people' was that there should be duty on schools, colleges and LAs to ensure provision contains certain key elements. e.g. One visit to a University campus including activities.	Overview of provision map created. KNE to ensure DA students are exposed to opportunities at least once a year. Publicise map to DA parents and students.	KNE	July 2019
B.	To develop extra-curricular provision in response to DA students' needs/wants to better engage students from September 2019.	Speaking to DA students reveals that they do not always enjoy their learning, they do not always believe in themselves and what they are capable of. In a DFE report called 'School cultures and practices: supporting the attainment of DA students' in May 2018 reported a need to provide a well-rounded education and that clubs were an effective way of doing so.	L and M SLT group	ABU/KNE	September 2019

B	To embed student leadership throughout the school.	Speaking to DA students reveals that they do not always enjoy their learning, they do not always believe in themselves and what they are capable of.	Provision map created Regular meetings with leaders of sub groups Student voice Termly coaching for student leaders from UFA Regular coaching for staff lead on student leadership from UFA Year assemblies that promote student leadership Student leadership day for Y7	KNE	May/June 2019
Total Budgeted cost				£17,000	

6. Review of expenditure (September 2019)

Previous Academic Year	September 2018 – August 2019
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost

7. Additional detail

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