

# Pupil Premium Intention to Spend and Evaluation Report 2020/21

## Section 1 – Mission Statement - Our approach to PPG allocation

At Eckington School we are passionate about ensuring the highest quality provision is provided for all students regardless of their starting points. Whilst the Pupil Premium funding allows for additional funding for our most disadvantaged pupils, we believe that this document not only identifies how we have planned to meet their needs but importantly it also provides our staff with a clear focus setting the achievement of all children as a priority for everyone.

The effective use of the Pupil Premium Grant (PPG) will mean that ALL pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs. This document helps identify how whole school priorities are being used to shape and transform the lives of our students, allowing them to achieve their full potential. It also illustrates to all staff, students and parents/ carers see how we seek to use the most effective interventions, approaches and strategies to make the biggest difference to our Pupil Premium pupils (and all pupils) at Eckington School.

We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our school.

**The total number of students classed as disadvantaged through being in receipt of the Pupil Premium Grant are 23% (285)**

## Section 2 – 2020/21 Overview of barriers which have a detrimental impact on progress and attainment:

<b>Barriers to progress and attainment</b>	
<b>A.</b>	Lower levels of <b>literacy</b> than peers, particularly in reading and writing formal academic language.
<b>B.</b>	Lower levels of <b>aspiration</b> and <b>engagement</b> with school leading to higher numbers of sanctions and less participation school life
<b>C.</b>	Less support from home to encourage <b>independent learning</b> and complete <b>homework</b> at a frequency or standard which can develop and embed learning.
<b>D.</b>	Lower <b>attendance</b> (PP pupil attendance was below non-PP pupil attendance in 2019/20)
<b>E.</b>	Higher levels of <b>social-emotional</b> issues, which affect both attendance and behavior.

In school and external barriers that inform interventions	Support Focus																				
	Teaching, Learning and Curriculum	Enrichment	Social, emotional and mental wellbeing	Families and community	Attendance, punctuality and readiness to learning																
<p><b>Average Prior Attainment on entry from Primary school (Current Yr8)</b></p> <table border="1"> <thead> <tr> <th>KS2 data</th> <th>Maths</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>104</td> <td>102</td> </tr> <tr> <td>Disadvantaged</td> <td>102</td> <td>101</td> </tr> <tr> <td>Non disadvantaged</td> <td>105</td> <td>103</td> </tr> </tbody> </table> <p>Scaled scores score attainment on entry is lower for DA students.</p>	KS2 data	Maths	English	Whole school	104	102	Disadvantaged	102	101	Non disadvantaged	105	103	<p>Year 6 Transition helps to provide the pupils with an understanding of secondary school life and prepare them for Eckington School</p> <p>Baseline testing is done for pupils – which normally include SATS and reading age assessment</p> <p>In 20/21 this was not possible due to the COVID-19 epidemic.</p> <p>Lucid Testing was used to provide data for the required interventions.</p>	<p>Extended Day Enrichment - Additional Period 6 lesson for Year 11 and Y13, plus weekly (or more) enrichment for Year 7&amp;8 (Extra-curricular Activities).</p>	<p>Every year group supported by a teaching Leader of Student Development and a non-teaching Pastoral Support Assistant.</p> <p>Wellbeing questionnaires carried out for all students every two weeks.</p> <p>Form Tutor leading all Flexible Learning Days, Pastoral Calendar (Form period activities/ Assemblies, etc) as well as Character lessons to give social, emotional and mental wellbeing support.</p>	<p>Period 6 Online Study Clubs to provide both computer access and a safe/quiet place to study</p> <p>SIMs Parent App allows parents/carers to access live information on attendance, behaviour, achievement and academic progress.</p> <p>Weekly Enrichment Leaflet sent to students and parents to encourage engagement with cultural and topical activities.</p>	<p>Pupils are given information about attendance from the start in the information to parents so that parents understand the difference between the expectations about attendance compared to their primary schools.</p> <p>All students have been given equipment including glue and mini-whiteboards, purple pens and board markers to start the year equipped.</p> <p>Pupils are rewarded on their attendance through certificates and our Star Learner Award system. Helping pupils to see the importance of good attendance.</p> <p>Attendance panels are held with the year groups if students are at risk of becoming a Persistent Absentee.</p> <p>Selected PP students are mentored by their form tutors for attendance to help motivate them and set them achievable targets to help improve their attendance and punctuality.</p> <p>Attendance panels help parents understand when their child is at</p>				
KS2 data	Maths	English																			
Whole school	104	102																			
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Non disadvantaged	105	103																			
<p><b>Low Levels of Literacy</b></p> <table border="1"> <thead> <tr> <th></th> <th>EXACT-Word Recognition Year 7</th> <th>EXACT-Read Comp Accuracy Year 7</th> <th>EXACT-Reading Comp Speed Year 7</th> </tr> </thead> <tbody> <tr> <td>Yr7 Average</td> <td>102</td> <td>97</td> <td>90</td> </tr> <tr> <td>Non-DA Average</td> <td>102</td> <td>97</td> <td>91</td> </tr> <tr> <td>DA Average</td> <td>100</td> <td>95</td> <td>89</td> </tr> </tbody> </table> <p>Lucid testing of the whole year group in Sep20 show lower levels of literacy in DA students, particularly word recognition and reading comprehension accuracy.</p>		EXACT-Word Recognition Year 7	EXACT-Read Comp Accuracy Year 7	EXACT-Reading Comp Speed Year 7	Yr7 Average	102	97	90	Non-DA Average	102	97	91	DA Average	100	95	89	<p>Universal offer of Guided reading in form time</p> <p>Accelerated Reader for Years 7 and 8.</p> <p>Dedicated Librarian in the information centre providing bespoke interventions for reading and comprehension.</p>	<p>Targeted catch-up reading classes in Year 7 and 8.</p> <p>Targeted reading intervention to those beyond fluent reading ability.</p>	<p>Mental well-being lead in school and part of The Senior Leadership Team</p> <p>Mental Well-being links in school.</p> <p>SEN/D pupils given a key worker</p>		<p>Attendance panels help parents understand when their child is at</p>
	EXACT-Word Recognition Year 7	EXACT-Read Comp Accuracy Year 7	EXACT-Reading Comp Speed Year 7																		
Yr7 Average	102	97	90																		
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<p><b>Historic underachievement of high prior attaining disadvantaged students</b></p> <table border="1" data-bbox="92 420 774 535"> <tr> <td>2018/19</td> <td>HA PP</td> <td>-0.64</td> </tr> <tr> <td>2019-20</td> <td>HA PP</td> <td>0.25</td> </tr> </table>	2018/19	HA PP	-0.64	2019-20	HA PP	0.25	<p>Dedicated Senior Leader raising profile of these students with teachers in all lessons.</p>	<p>P6 Study clubs offered to Y11 and Y13</p> <p>Trips to Universities / colleges to encourage high aspirations including Oxbridge visits and other Universities</p> <p>External speakers to inform students about career opportunities and specialist professions.</p>			<p>risk from their low attendance. When parents may be at risk of prosecution we do all, we can to prevent it escalating by ensuring pupils are given opportunities to explain why they are not attending. We work with pupils to enable them to come back to school with support.</p> <p>Attendance panels are held with the year groups if students are at risk of becoming a Persistent Absentee. Safeguarding, SEND and attendance leaders having weekly supervision meetings to identify priority cases.</p>
2018/19	HA PP	-0.64									
2019-20	HA PP	0.25									
<p><b><u>Socio - Economic Deprivation</u></b></p> <ul style="list-style-type: none"> <li>15% of our DA come from the top 30% deprived areas of the UK (IDACI deciles 1- 4)</li> <li>46% of our DA students come from the top 40% deprived areas of the UK (IDACI deciles 1- 4)</li> </ul>	<p>Extra-Curricular offer of enrichment clubs in P6 which widen pupils' educational experiences but also vocational subjects are offered throughout KS3&amp;4 to help engage pupils into learning.</p> <p>Bespoke areas of Alternative Provision with SEND driven mentoring and personalised curriculum to support students with the highest levels of need.</p> <p>Head Start Programme offered: students come into school for one day a month to familiarise them with the school and to provide enhanced support for those who are SEND/DA and/or vulnerable.</p>	<p>Providing positive role models and aspiration through University of Sheffield US Mentoring.</p> <p>Overcoming financial hardships through provision of Laptops to PP students in all year groups.</p>									
<p><b><u>Social, emotional and wellbeing barriers</u></b></p> <ul style="list-style-type: none"> <li>78 (6.3 %) of students on the SEN register</li> <li>61 (5%) of students (K code)</li> <li>17 (1.4%) (E code) with an Educational Health and Care Plan</li> </ul>	<p>Relevant information on all Students with SEND is shared to all staff to help them to remove any barrier for them in lessons. All produced by the SENCo and Teaching Assistants and updated regularly.</p> <p>Staff given regular CPD on quality first teaching.</p>	<p>Students are given places in period 6 homework clubs to give additional support in completing their homework when the need arises.</p> <p>Nurture Group provided at break and lunch to provide a safe space for more vulnerable students at break and lunch.</p>									

<ul style="list-style-type: none"> <li>Over 4200 concerns logged about PP students in the last 3 academic years.</li> <li>11 PP students currently open to services e.g. social care.</li> <li>2 Children with Looked After status in the school.</li> </ul>	<p>All interventions for SEND evaluated through EduKey- a programme designed to measure the impact of interventions using data on pupil's progress.</p> <p>DSL and DSL deputies attend core group meetings during transition.</p> <p>Key Staff attend Elsa training – to help build relationships and remove barriers to learning.</p>																
<p><b>Attendance of disadvantaged students, especially those in receipt of FSM</b></p> <table border="1" data-bbox="106 821 756 1291"> <tr><td><b>PP attendance overall</b></td></tr> <tr><td><b>90.1%</b></td></tr> <tr><td><b>Non-disadvantaged</b></td></tr> <tr><td><b>95.3%</b></td></tr> <tr><td><b>PP Persistent Absentee</b></td></tr> <tr><td><b>23.1%</b></td></tr> <tr><td><b>Non-disadvantaged</b></td></tr> <tr><td><b>12.7%</b></td></tr> </table>	<b>PP attendance overall</b>	<b>90.1%</b>	<b>Non-disadvantaged</b>	<b>95.3%</b>	<b>PP Persistent Absentee</b>	<b>23.1%</b>	<b>Non-disadvantaged</b>	<b>12.7%</b>	<p>Attendance Manager and Attendance officer as well as Every year group supported by non-teaching Heads of Year and Student Support Leaders.</p> <p>Form Tutor Mentoring.</p>	<p>Extended School Day Enrichment.</p> <p>Early transition for all students, one day a month in school from January.</p> <p>Home visits prioritised for PP and vulnerable students.</p>							
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<p><b>Behaviour of disadvantaged students, especially those in receipt of FSM</b></p> <p>FTE's PP compared to Non-PP</p> <table border="1" data-bbox="142 1528 721 1682"> <thead> <tr> <th>DA vs Other</th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>DA/PP</td> <td>35</td> <td>32</td> <td>33</td> </tr> <tr> <td>Other</td> <td>36</td> <td>42</td> <td>44</td> </tr> </tbody> </table> <p>2020-21 PX PP compared to Non-PP</p>	DA vs Other	2018-19	2019-20	2020-21	DA/PP	35	32	33	Other	36	42	44	<p>On-site inclusion provisions for the most vulnerable.</p> <p>Different types of alternative to exclusion in place e.g. Hub Isolation, Social Isolation.</p> <p>SENCo provides support in review meetings.</p> <p>The SENCo will attend these meetings during Year 5 &amp; 6 by</p>				<p>Pupils are rewarded on their attendance through certificates and prizes helping pupils to see the importance of good attendance.</p> <p>Non-Attendance procedure for students who are at risk of becoming a Persistent Absentee.</p>
DA vs Other	2018-19	2019-20	2020-21														
DA/PP	35	32	33														
Other	36	42	44														

There have currently been no PX students.	working with the feeder primary schools closely.				
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**Section 3 - Student Population at Eckington School are in receipt of PPG 2020/21: £212,965 which aims to remove these barriers and ensure our disadvantaged pupils excel:**

Year Group	Number of Service Children	% of Service Children	Number of CLA	% who are CLA	Total number of PP students	Total % of PP students
Year - 7	2	0.03	1	0.02	64	29.4%
Year - 8	1	0.01	1	0.01	73	28.5
Year - 9	1	0.02	0	0.00	48	20.1
Year - 10	1	0.02	0	0.00	43	22.1
Year - 11	1	0.03	0	0.00	38	18.5
Year - 12	0	0.00	0	0.00	11	17.5
Year - 13	0	0	0	0.00	8	11.3

## Section 4 - Current Attainment (Y11)

<b>Attainment Measure</b>	<b>Pupils eligible for PP (Eckington School)</b>	<b>Pupils not eligible for PP (Eckington School)</b>
<b>Basics 4+</b>	58.3	71.0
<b>Basics 5+</b>	30.6	47.9
<b>English 4+</b>	66.7	78.7
<b>English 5+</b>	38.9	56.8
<b>Maths 4+</b>	58.3	76.3
<b>Maths 5+</b>	38.9	62.7

## **Section 5 - Overview of the pupil premium funding £212,965 for 2020/21 which aims to remove these barriers and ensure our disadvantaged pupils excel:**

Please note the EEF June 2019 research has been used here to divide the interventions and structure of how lower prior attaining pupils are planned for and how the PP funding is allocated across all areas of school. Importantly as in line with all the research, provision for our PP pupils forms part of the whole school strategy to provide outstanding T&L to all and that as a school our approach is to focus on **need** rather than **labels** as we recognise that all pupils' needs are different and we recognise this in all we do a FPA.

<b>Intervention</b>	<b>Description</b>	<b>Rationale</b>	<b>Cost</b>	<b>Intended Impact</b>	<b>Review of Intended Impact (Actual Impact)</b>	<b>Lessons Learned (is this intervention to be continued?)</b>
<p><b><u>SLT leads - Disadvantaged</u></b></p> <p><b>Associate Assistant Principal – PP and Attendance Lead</b></p> <p><b>Assistant Principal – Achievement</b></p>	<p>Clear Leadership for Pupil Premium students across the Leadership Team.</p> <p>Member of SLT is accountable for performance of Disadvantaged pupils, and holds departments and staff to account.</p>	<p>The DfE<sup>1</sup> stated that clear responsive leadership is a key building block for success in promoting high attainment of disadvantaged pupils. The SLT lead for disadvantaged is responsible for pupil premium pupils and ensures that disadvantaged pupils are monitored, across the whole school, and that every staff member is held accountable for pupils' progress.</p>	<p><b>£30,000.00</b></p>	<p>To provide a leadership environment and whole school climate that is conducive to good implementation.</p> <p>DSL time to ensure vulnerable students have the right provision.</p> <p>All leaders are focused on ensuring there are no differences between disadvantaged pupils and their peers nationally.</p> <p>High focus leads to high awareness making the progress of PP pupils everyone's priority</p> <p>All intervention is tracked on SIMs</p>		
<p><b><u>Associate Assistant Principal Behaviour</u></b></p>	<p>SLT lead - Behaviour.</p>	<p>Addressing behaviour and attendance is a key NFER building block. Success with disadvantaged pupils requires effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. <i>The EEF suggests that behaviour interventions can produce 4+</i></p>	<p><b>£14,972.80</b></p>	<p>To provide a leadership which ensures consistency of approach with regard to behaviour.</p> <p>Structured and staged behaviour system that focuses on encouragements and rewards, with a clear</p>		

<sup>1</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/473976/DFE-RS411\\_Supporting\\_the\\_attainment\\_of\\_disadvantaged\\_pupils\\_-\\_briefing\\_for\\_school\\_leaders.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)

		<i>months of additional progress along with a decrease in problematic behaviours.</i>		sanction system, including: Inclusion, Hub Isolation, Reasonable Adjustments, Exclusion Room and After School. Reducing need for external fixed-term exclusions.		
<b><u>Rewards</u></b>	SLT Lead – rewards. Funding to support the school rewards system, rewarding pupils for sustained good attitude to learning.	Rewards can be used to motivate and reward pupils who have made an extra effort or need an extrinsic motivational influence to reach their target levels.	<b>£1,224.40</b>	To increase motivation and encourage a positive learning environment.		
<b><u>PP data leads</u></b>	Member of SLT is accountable for performance of PP pupils and holds departments and staff to account supported by a Data Manager who can analyse trends in pupil progress data.	<i>The DfE<sup>2</sup> found that more successful schools use data to identify disadvantaged pupils' learning needs at every opportunity, by reviewing progress regularly, analysing for underperformance, and engaging staff with the data to improve teaching and learning.</i>	<b>£5,441.80</b>	To lead PP interventions to ensure they have high impact and high profile throughout the academic year.  Data informs the targeted intervention for all year groups.		
<b><u>Staff CPD and INSET</u></b>	Ongoing CPD to improve T&L to ensure Quality First Teaching is good or better.	Quality First Teaching is one of the most important factors in the success of disadvantaged pupils.  <i>The DfE found that the most successful schools for improving the attainment of disadvantaged pupils often focused on improvements to the quality of teaching.</i>	<b>£5,400.00</b>	To ensure all staff are trained on a regular basis via INSET and disaggregated training sessions on current aspects of T&L. Developing staff are so they are highly skilled, trained and aware of how to teach pupils and to ensure that feedback is explicitly focused on as part of this approach.  A bespoke training session on PP delivered to all new staff.		

<sup>2</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/473976/DFE-RS411\\_Supporting\\_the\\_attainment\\_of\\_disadvantaged\\_pupils\\_-\\_briefing\\_for\\_school\\_leaders.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)



				Updates and training “tips” provided by the Principal at regular intervals in the weekly staff briefing.		
<b><u>Cover Supervisors</u></b>	A team of 5 Cover supervisors	<p>To ensure that our students get a consistent level of teaching, especially during COVID, when any staff are absent.</p> <p>Quality First Teaching is one of the most important factors in the success of disadvantaged pupils.</p> <p><i>The DfE found that the most successful schools for improving the attainment of disadvantaged pupils often focused on improvements to the quality of teaching.</i></p>	<b>£17,781.80</b>	<p>To supervise work that has been set in accordance with the school policy.</p> <p>Managing the behaviour of pupils while they are undertaking this work to ensure a constructive learning environment.</p> <p>Responding to questions from pupils and dealing with any immediate problems or emergencies according to the school's policies and procedures.</p> <p>Reporting back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the class, and any issues arising.</p>		
<b><u>Subject specific resources/support</u></b>	Departments have budgets to deliver suitable curriculum for all pupils, including Disadvantaged pupils.	<p>Quality First Teaching is one of the most important factors in the success of disadvantaged pupils. <i>The DfE found that the most successful school for improving the attainment of disadvantaged pupils often focused on improvements to the quality of teaching.</i></p>	<b>£11,334.00</b>	<p>Staff to mark PP books / work first in order to give the best feedback for example.</p> <p>Teachers are asked to place PP students in accessible positions in their classroom seating plan to ensure monitoring and intervention</p>		

				<p>of these students is carried out promptly.</p> <p>Departments have budgets to deliver suitable curriculum for all pupils, including PP pupils.</p> <p>PP/Disadvantaged students are provided with revision guides to improve access to appropriate resources.</p> <p>Equipment is provided to all PP students on request including resources for practical subjects where a concern is identified.</p>		
<p><b><u>Library and Reading Intervention, Literacy Coordinator</u></b></p>	<p>Librarian who oversees reading intervention (AR) and external visitor reading interventions.</p> <p>A Literacy Coordinator with specific responsibility to address the core issue of overcoming weak literacy amongst our pupils, specializing in Reading, Oracy and Writing.</p>	<p>Improving literacy and reading ability is a key driver for ensuring pupils are able to progress well in their learning.</p> <p><i>The EEF toolkit found that reading comprehension approaches could improve learning by an additional 5 months' progress over the course of a school year.</i></p>	<p><b>£10,084.00</b></p>	<p>Improving reading ages of all students, especially ensuring all students gain a functional reading age defined as over 9 years of age.</p> <p>Librarian who oversees mainstream reading intervention and provides additional enrichment activities to promote reading within the school.</p> <p>Improving reading ages of all students, especially ensuring all students gain a functional reading age defined as over 9 years of age.</p>		

<b><u>Leaders of Student Development</u></b>	Member of Middle Leadership in each Year Group team, who is accountable for the attendance, punctuality and progress of all PP pupils within their Year Group.	Addressing behaviour and attendance is a key NFER building block. Success with disadvantaged pupils requires effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management.	<b>£12,249.60</b>	Members of Middle Leadership in each Year Group team, who are accountable for the attendance, punctuality and progress of all the PP pupils within their Year Group.		
<b><u>Pastoral Support Assistants</u></b>	Team of non-teaching specialist staff who oversee behaviour and attendance in each year group.	Addressing behaviour and attendance is a key NFER building block. Success with disadvantaged pupils requires effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management.	<b>£29,989.80</b>	A team of non-teaching specialist staff who oversee behaviour and attendance in each year group. To track behaviour daily and help ensure pupils are engaging in lessons. To ensure pupils are not repeating patterns of behaviour that will prevent them progressing in line with their peers.  Provided with specialist ELSA training		
<b><u>Inclusion</u></b>	An on-site provision for academic and social/ emotional support for our most vulnerable pupils, especially those with chaotic or caring capacities at home (young carers)	<i>EFF toolkit shows that, on average, both social/ emotional interventions and small group tuition provide 4 additional months of progress a year.</i>	<b>£253.00</b>	Targeted academic tuition in small groups and social/emotional support for those pupils diagnosed or at-risk of social/ emotional issues/ child protection.		
<b><u>Teaching Assistants</u></b>	Teaching assistants to support the learning needs of SEN pupils.	TAs provide support individual pupils with SEN or small groups of SEN pupils, as well as in class support. There is evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress. Whilst in-class support provides less of an impact on the progress of pupils (1 month of progress), research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive	<b>£41,083.80</b>	Providing one-to-one interventions and support in exams. The TAs also provide specialist interventions for pupils who face dual barriers such as PP and SEN/D.  TAs also write the Pen Portraits for specific students which are used to help identify effective T&L strategies which the EEF recognise as the most		

		benefit of between 3-5 additional months of progress a year.		significant way to improve outcomes for the PP pupils. TAs provided with specialist ELSA training		
<b><u>Mentoring programme</u></b>	University mentoring provide mentoring to disadvantaged students, or students whose parents have not attended university.  Sixth form mentoring programme  Student Leadership	University Mentoring Programme for Years 9, 10 and 12.  Student Leader Programme	<b>£1182.40</b>	To provide 1:1 tutoring to pupils who require additional academic support whilst mentoring them building up confidence, aspiration and self-esteem so pupils can engage in school more.		
<b><u>Special Consideration / Access arrangements and SEN screening</u></b>	AST team responsible for identifying specific needs for individual students and organising the appropriate means of support.	The NFER <sup>3</sup> found that the most successful schools for disadvantaged achievement had strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.	<b>£407.04</b>	Our responsibility as a school to screen pupils who may need additional support in exams or additional consideration / time. Some PP pupils need special consideration due to home life and so we always find time to screen for this (time and cost for screening).		
<b><u>Transition</u></b>	An Associate Assistant Principal is accountable for the successful transition of y6 to y7 pupils within the school.	Year 6 Transition helps to provide the pupils with an understanding of secondary school life and prepare them for Eckington School	<b>£700.00</b>	Head Start Programme offered: students come into school for one day a month to familiarise them with the school and to provide enhanced support for those who are SEND/DA and/or vulnerable.		
<b><u>Careers education</u></b>	A specialist business teacher responsible for the career's education within school	<i>The DfE<sup>4</sup> found that a wide range of socio-economic factors results in disadvantaged pupils being 5 times less likely to enter university than their more</i>	<b>£7,410.00</b>	Careers information advice and guidance, to raise aspirations – provided through school curriculum		

<sup>3</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/473976/DFE-RS411\\_Supporting\\_the\\_attainment\\_of\\_disadvantaged\\_pupils\\_-\\_briefing\\_for\\_school\\_leaders.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)

<sup>4</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/278117/RR296\\_-\\_School\\_and\\_College-level\\_Strategies\\_to\\_Raise\\_Aspirations\\_of\\_High-achieving\\_Disadvantaged\\_Pupils\\_to\\_Pursue\\_Higher\\_Education\\_Investigation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278117/RR296_-_School_and_College-level_Strategies_to_Raise_Aspirations_of_High-achieving_Disadvantaged_Pupils_to_Pursue_Higher_Education_Investigation.pdf)

		<i>advantaged peers. The DfE also recommended that schools employ specialist, knowledgeable staff with specific responsibility for university access, building relationships and visits with universities.</i>		and external careers advisor from DCC.		
<b><u>Offsite Alternative Provision</u></b>	The SENDco oversees Alternative provision with the assistance of a School	The smaller class sizes here help students to engage more and can improve their educational engagement and progress by up to 4 months.	<b>£2,000.00</b>	Off-site specialist provision for most vulnerable pupils.		
<b><u>1-to-1 Counselling and cognitive behavioural therapy for most vulnerable pupils</u></b>	Specialist Councillor works with targeted students twice a week.	Targeted 1-to-1 and small group work on developing emotional capacity, self-esteem and patterns of behaviour that enable a child to re-engage with learning and establish stability and resilience. <b><u>Social and Emotional Learning</u></b>		1-to-1 work on developing emotional capacity, self-esteem and patterns of behaviour that enable a child to re-engage with learning and establish stability and resilience.		
<b><u>Attendance officers</u></b>	A team of two attendance officers trained in educational welfare.	<i>Addressing attendance is a key NFER building block.</i> <i>DfE found that, with regards improving the attainment of disadvantaged pupils, the more successful schools set up rapid response systems to address poor attendance, including staff contacting home immediately a pupil fails to arrive on time, and working with families to address any barriers they face in getting their children into school</i>	<b>£6,683.80</b>	By having these aspects of school life focused on, the wider strategies relate most significantly to non-academic barriers to success and by having Assistant Heads of Year focus on these areas of pupil progress, it helps to remove any barriers which may hinder progress and overall attainment.  To hold attendance panels and track daily attendance for all pupils.		

				<p>To monitor longer terms of absence using the non-attendance protocol.</p> <p>To provide the data and trends to LoSD and PSAs so that interventions can be put in place before students miss significant amounts of learning.</p> <p>To provide home visits – designed to maintain contact and rebuild relationships with vulnerable PP students.</p>		
<b><u>Extra-Curricular</u></b>	Raising aspirations and exposing pupils to extra-curricular and unfamiliar experiences	<i>EEF shows that adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions make 3 months additional progress.</i>		To provide Enrichment and Extra-curricular activities.		
<b><u>Educational Visits/ Uniform and Resources.</u></b>	<p>Subsidies for PP pupils for educational trips and visits.</p> <p>Financial assistance and uniform supply to the families of PP pupils.</p>	<p>This allows the school to support disadvantaged pupils and ensure that they are able to attend any school educational trips or learning outside the classroom.</p> <p><i>NFER<sup>5</sup> found that educational visits were often memorable and learning could stay with pupils in the long term, helping to develop pupils' knowledge and skills, and offering opportunities to introduce pupils to new concepts and new experiences.</i></p> <p>Whilst providing support to pupils whose families are unable to afford uniform does not necessarily have any evidence showing an impact on progress (EEF- 0</p>	<b>£6,724.20</b>	<p>To ensure pupils can attend trips to enrich life experiences, which they may not be able to attend due to financial barriers.</p> <p>It also widens pupils' opportunities as they are exposed to aspirational Universities for example, which they may then be more motivated to aim for if they visit them whilst at school.</p> <p>To ensure that uniform and equipment do not create</p>		

<sup>5</sup> [http://www.field-studies-council.org/media/268859/2004\\_a\\_review\\_of\\_research\\_on\\_outdoor\\_learning.pdf](http://www.field-studies-council.org/media/268859/2004_a_review_of_research_on_outdoor_learning.pdf)

		months), it does allow pupils to attend school and not be negatively affected by social issues.		social/emotional barriers to learning.		
<b><u>Safeguarding and student welfare</u></b>	A full-time member of pastoral staff who works with our more vulnerable pupils and their families.	Address issues from outside school which may impact the students learning. The aim is to engage appropriate support as promptly as possible if required.	<b>£11,795.60</b>	1;1 Sessions with the safeguarding officer to discuss concerns and issues which then allows the student to be supported as appropriate.  The Safeguarding Officer works with individual children and their families and provides support to the pupils who might be having difficulties regarding child protection, social and learning skills, as well providing support to the whole family including signposting to other services.		
<b><u>Well-being</u></b>	A recently appointed Associate Assistant Principal is accountable for the well-being of pupils within the school.	Address issues from both home and school, which may impact the students learning. The aim is to provide self-sustaining advice and help to students who may not have a support network available to them.	<b>£100.00</b>	Safeguarding and Well-Being Newsletter - to provide support and advice.  Safeguarding advice on the school website.  Well-Being updates and activities.  Working in a pro-active way to try to improve well-being especially with students that are more vulnerable.		
<b><u>Work Experience</u></b>	A specialist member of non-teaching staff To support work experience placements in Yr10.	Work experience has been shown to increase confidence and personal development, thereby leading to improved life chances on leaving school.	<b>£874.60</b>	To support work experience placements in Yr10 so that they are ready for the world of work and experience real life work before they leave		

				school. By having these opportunities, it reduces the risk of pupils becoming NEETs (not in Education, Employment or Training) after leaving school.		
<b><u>Early Help Offer</u></b>	Newly appointed Family Support Worker.	<p>Early help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage in a child or young person's life.</p> <p><i>Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2014; Welsh Government, 2018).</i></p>	<b>£6400.00</b>	To provide appropriate early intervention to support students and their families to overcome any barriers to attendance and learning.		
		<b>Total</b>	<b>£224092.60</b>			