

Pupil premium strategy statement – Eckington School 2021-2022

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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	Eckington School
Number of pupils in school	1135 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	20/12/21
Date on which it will be reviewed	30/9/22
Statement authorised by	N. Melson Principal
Pupil premium lead	A.J. Gregory Associate Assistant Principal
Governor / Trustee lead	J. Wormleighton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 233,000.90
Recovery premium funding allocation this academic year	£ 36,395.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 269,395.90

Part A: Pupil premium strategy plan

Statement of intent

At Eckington School we are passionate about ensuring the highest quality provision is provided for all students regardless of their starting points, there is a moral obligation to ensure we use our Pupil Premium Funding and Recovery Premium Funding to support and improve the outcomes for our most disadvantaged pupils.

The effective use of the Pupil Premium Funding and Recovery Premium Funding 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 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. Our aim is 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.

High-quality teaching is at the heart of our approach with a focus on areas in which disadvantaged pupils require the most support, at the same time benefitting the non-disadvantaged pupils in our school. We are adopting the tiered approach recommended by the EEF, which places the greatest focus on high quality teaching, supported by academic interventions and wider non-teaching strategies to support the three-year plan. Our approach will be responsive to common challenges and individual needs, based on diagnostic assessment.

To ensure our approach is effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils receive high quality teaching and learning across the curriculum
- act early to intervene at the point need is identified

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower levels of literacy than peers, particularly in reading and writing formal academic language. In the academic year 2020-2021 60% of PP students received targeted support via either Lexia, PP catch up with LTH, reading groups with HSM or using Rapid Plus in AR lessons. Initial star tests showed:</p> <ul style="list-style-type: none">• 17% of students required intervention (compared with 12% for the rest of the year group)• 28% of students were on watch (compared with 24%)

	<ul style="list-style-type: none"> • 52% were reading at or above expected level (compared with 61%)
2	<p>Lower levels of attainment for PP students:</p> <p>Assessments, observations and discussions with pupils and families suggest that the progress of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations. This is indicated across the curriculum. Internal and external assessments show that our disadvantaged pupils perform on average around half a grade lower than their non-disadvantaged peers. The P8 gap in Y11 in 2021 was 0.44 and the average attainment score for disadvantaged pupils was 38.01 compared to 50.96 for their non-disadvantaged peers.</p>
3	<p>Lower levels of aspiration and engagement with school leading to higher numbers of sanctions and less participation school life.</p> <p>Attendance data of pupil premium students to extra-curricular clubs and enrichment activities, including period 6 revision sessions, indicates that disadvantaged students are less likely to participate in these experiences which broaden cultural capital and enhance progress through targeted revision programmes.</p>
4	<p>Lower attendance (PP pupil attendance was below non-PP pupil attendance in 2019/20)</p> <p>Our attendance data indicates that attendance for our more disadvantaged students was 2.0 % lower than for non-disadvantaged pupils. Additionally, a significant number of disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Higher levels of social-emotional issues, which affect both attendance and behavior.</p> <p>Our referral data shows that 41% of the students referred to both internal support and external agencies were PP.</p>

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
<p><i>To provide a leadership environment and whole school climate that is conducive to good implementation and attainment for our more disadvantaged students.</i></p> <p><i>The DfE¹ 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.</i></p> <p><i>Challenge number 1, and 2.</i></p>	<p>To achieve outcomes in 2023-2024 which demonstrate that disadvantaged students achieve an average Attainment 8 score of 43.0 and P8 score of +0.13</p> <p>In order to achieve this the following should apply:</p> <p>PP students remain high profile to staff/ whole-school interventions, through continued CPD, staff briefings, accountability meetings and data analysis.</p> <p>CPD to ensure T&L improves for PP pupils, especially HA PP students, so the pupils with the most needs can be prioritised, in both classrooms and for whole-school intervention.</p> <p>Regular SLT monitoring to ensure the embedding non-negotiables in to everyday practice.</p> <p>LoTLs take more ownership of embedding this by regularly carrying out drop ins, sharing good practice and providing CPD for those teachers who need more support.</p> <p>To monitor Teaching and Learning using DDIs</p> <p>Emphasis on the quality of extended answers that students provide so that PP students are challenged in their thinking and therefore start to progress more rapidly in all years.</p> <p>Literacy is a focus in everyday classroom teaching with an emphasis on simple sentence structure, key words and their meaning to build vocabulary and understanding.</p> <p>The use of PLCs embedded to ensure consistency.</p> <p>Intervention lessons focus on specific weaknesses with appropriate tasks for all students.</p> <p>Accurate logging of intervention for all year groups to address issues lower down the school.</p> <p>To continue to provide a stable a consistent team of Supervisors who manage cover consistently.</p> <p>Data from PP and Non-PP indicates a problem with the Open P8. The aim in 2021/2022 is to employ two graduate tutors to work with KS4 students, initially on helping them to maximise their potential on coursework for their option subjects and then to work with key students on maths and English.</p>
<p><i>To ensure PP interventions and extra-curricular activities have high impact and are high profile throughout the academic year.</i></p>	<p>To increase the involvement of PP students in both intervention and extra-curricular activities.</p>

¹ 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

<p><i>The DfE² 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></p> <p>Challenge number 2, 3 and 5.</p>	<p>To have an accurate log of all intervention and extraction curricular activities including individualised support, in order to map the needs in specific year groups and address issues lower down the school.</p> <p>Data informs the targeted intervention for all year groups.</p> <p>Intervention data for PP/DA students 2022/2023</p>
<p>To provide appropriate subject specific resources and support to PP students.</p> <p><i>Quality First Teaching is one of the most important factors in the success of disadvantaged pupils.</i></p> <p><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> <p>Challenge number 2 and 5.</p>	<p>To increase the attendance at targeted P6 intervention, especially for HA PP students providing additional support for those who may not have the infrastructure for learning at home.</p> <p>To continue to supply of subject specific resources as a key factor in removing barriers to learning and to pre-empt any possible confrontation in the classroom.</p> <p>To continue to provide appropriate materials for practical subjects to help to ensure that disadvantaged students are still able to fully participate.</p> <p>To continue to provide revision guides to ensure that all students have the resources to study – even in less than ideal circumstances.</p> <p>A more accurate log of all intervention to ensure funding for PP students is used appropriately.</p> <p>To have made maximum use of the two “Achieve Tutors” who work with specifically targeted students.</p>
<p>To improve the reading ages of all students, especially ensuring all students gain a functional reading age defined as over 9 years of age.</p> <p><i>Improving literacy and reading ability is a key driver for ensuring pupils are able to progress well in their learning.</i></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>Challenge number 1</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>The Librarian will continue to oversees mainstream reading intervention and provide additional enrichment activities to promote reading within the school</p> <p>Continued targeted literacy intervention.</p> <p>All reading intervention should continue for Y7 and Y8 students in order to improve both skills and confidence.</p> <p>The introduction of a teacher led reading programme in form time for Y7, Y8 and Y9.</p>
<p>To achieve and sustain improved attendance for all PP pupils.</p> <p><i>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></p> <p>Challenge number 4.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</p> <p>The percentage of all pupils who are persistently absent being significantly reduced.</p> <p>Tutors mentor PP students for attendance and progress in the same way as they would in a teaching and learning environment.</p> <p>The delivery of enhanced Pastoral Training on attendance procedures to try and ensure consistency.</p>

² 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

	<p>Increased support from AST, School Counsellor, School Nurse Safeguarding Officer, EHT to be offered where appropriate at all stages of the attendance procedure.</p> <p>Providing information on attendance to the whole school community is a priority for 2021/2022. This will be done via assemblies for students, information for parents via email and via the website with the introduction of an attendance matters page.</p> <p>The introduction of more rigorous tracking systems.</p> <p>Increased number of attendance panels and track daily attendance for all pupils.</p> <p>Monitoring longer terms of absence using the non-attendance protocol.</p> <p>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>Provide home visits – designed to maintain contact and rebuild relationships with vulnerable PP students.</p> <p>Track home visits and outcomes, analysing the effectiveness of this intervention.</p> <p>Providing information on attendance to the whole school community is a priority for 2021/2022. This will be done via assemblies for students, information for parents via email and via the website with the introduction of an attendance matters page.</p>
<p>To provide social/emotional support for those pupils diagnosed or at-risk of social/ emotional issues/ child protection.</p> <p><i>EFF toolkit shows that, on average, both social/ emotional interventions and small group tuition provide 4 additional months of progress a year.</i></p> <p>Challenge number 5.</p>	<p>A series of mandatory and voluntary training sessions around SEN to be offered.</p> <p>The AST team are invited to attendance meetings and re-admittance meeting to provide additional support and strategies to deal with issues around behaviour, mental health and attendance.</p> <p>The Pastoral Support Programme should provide the first layer of our tiered response of Early Help Intervention.</p> <p>Introduce tracking of PSPs</p> <p>Increased support from AST, School Counsellor, School Nurse Safeguarding Officer, EHT to be offered where appropriate.</p> <p>All referrals to be logged and monitored</p>
<p>To provide one-to-one interventions and support in exams and specialist interventions for pupils who face dual barriers such as PP and SEN/D.</p> <p><i>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 benefit of between 3-5 additional months of progress a year.</i></p>	<p>AST Team Year Leads to write the Pen Portraits for specific students which are used to help identify effective T&L strategies which the EEF recognise as the most significant way to improve outcomes for the PP pupils.</p> <p>A series of voluntary training sessions around SEN to be offered throughout the year.</p> <p>The AST team to be invited to attendance meetings and re-admittance meeting to provide additional support for reintegration.</p> <p>Assessment of the Early Help Team impact for our PP students at the end of this academic year.</p>

<p>Challenge number 2 and 5.</p>	
<p>To provide appropriate Year 6 Transition which helps to provide the pupils with an understanding of secondary school life and prepare them for Eckington School, reducing any anxiety or practical concerns which may arise.</p> <p>Challenge number 5</p>	<p>In 2021-2022 we are hoping to return to our Head Start Programme which has proved extremely successful and popular with the parents of students with SEN.</p> <p>Vulnerable Students should continue to be offered a guided tour after hours with a Teaching Assistant and our school SENDco.</p> <p>Vulnerable students with a high degree of need should continue to be supported through their transition by a teaching assistant from Eckington School in the final term to help build a relationship with a known/trusted adult and to help facilitate a smooth transition to secondary school.</p>
<p>To provide specialist careers information advice and guidance, to raise aspirations – provided through school curriculum and external careers advisor from DCC.</p> <p>Challenge number 3</p>	<p>The school will in the services of a specialist Careers Advisor.</p> <p>A specialist Careers Advisor from DCC.</p> <p>An emphasis should be placed on PP and possible NEET students to ensure they were appropriately placed for the next academic year and to provide help with applications and the interview process.</p> <p>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.</p>
<p>To provide an increased number of Enrichment and Extra-curricular activities.</p> <p><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></p> <p><i>NFER³ 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>Challenge number 3</p>	<p>Demonstrated by an increased uptake of extra-curricular activities by 2023-2024.</p> <p>Staff will be asked to volunteer using an electronic form which can be used to generate the booklet.</p> <p>Students asked to choose their activity using an electronic form – ensuring accurate electronic registers can be generated and the attendance of PP students closely monitored.</p> <p>Admin staff monitor the completion of the registers and remind staff where appropriate.</p> <p>The registers to be kept in a central area allowing staff access at all times.</p> <p>Increase the number of curriculum-based trips throughout the academic year.</p> <p>Provide appropriate funding to ensure PP students are able to fully participate in all school trips.</p> <p>Consider with SLT the possibility of actively recruiting PP students for trips and subsidising their participation.</p>
<p>To ensure that uniform and equipment do not create social/emotional barriers to learning.</p> <p><i>Whilst providing support to pupils whose families are unable to afford uniform does not necessarily have any evidence showing an impact on</i></p>	<p>Intervention and support logged on SIMS data sheets.</p> <p>This includes:</p> <ul style="list-style-type: none"> • P6 Intervention • IT provision. • Uniform • Revision Guides

³ http://www.field-studies-council.org/media/268859/2004_a_review_of_research_on_outdoor_learning.pdf

<p><i>progress (EEF- 0 months), it does allow pupils to attend school and not be negatively affected by social issues.</i></p> <p>Challenge number 5</p>	<ul style="list-style-type: none"> • Educational trips • Resources for DT and catering. • Reading books • Rewards Trips <p>Resources for removing barriers to learning, such as revision guides IT support and uniform have proved very important for our PP students and will continue into the new academic year.</p> <p>The COVID climate did mean that there were many requests for support with uniform and equipment including footwear, however this does require more accurate tracking next year.</p>
<p><i>To continue to provide the support of a dedicated Safeguarding Officer to work with individual children and their families and provide 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.</i></p> <p><i>Address issues from outside school which may impact the students learning. The aim is to engage appropriate support as promptly as possible if required.</i></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> <p>Challenge number 5</p>	<p>Referrals centralised - student intervention and referrals are logged and monitored.</p> <p>All serious safeguarding issues discussed at the weekly safeguarding meeting and acted upon where appropriate.</p> <p>For 2021/2022 it would be beneficial to introduce more in-depth monitoring in order to help identify specific needs.</p> <p>The introduction of a more rigorous pastoral support system for victims and perpetrators by 2022/2023.</p>

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: £ 83,321.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD & Development	<p>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. The DfE found that the most successful schools for improving the attainment of disadvantaged pupils often focused on improvements to the quality of teaching.</p> <p>Our professional development programme involves peer to peer collaboration and is structured and monitored to avoid one off inputs with a focus on supporting staff to achieve better outcomes for students- EEF evidence</p>	2
Cover Supervisors	<p>A team of 5 Cover supervisors, to ensure that our students get a consistent level of teaching, especially during COVID, when any staff are absent. Quality First Teaching is one of the most important factors in the success of disadvantaged pupils. The DfE found that the most successful schools for improving the attainment of disadvantaged pupils often focused on improvements to the quality of teaching</p>	2,5
Subject specific resources/support	<p>Departments have budgets to deliver suitable curriculum for all pupils, including Disadvantaged pupils. Quality First Teaching is one of the most important factors in the success of disadvantaged pupils. The DfE found that the most successful school for improving the attainment of disadvantaged pupils often focused on improvements to the quality of teaching.</p>	1,2
Leadership of PP	<p>The DfE 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, alongside the successful use of data.</p>	1 - 5

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

Budgeted cost: £ 120,263.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achieve Mentors	Appointment of specialist graduate Mentors to work with students, especially underperforming PP students. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. The EEF found that both approaches are impactful, with +5 months and +4 months of extra progress, respectively.	2,3
Library, Reading and Literacy Interventions	Librarian who oversees reading intervention (AR) and external visitor reading interventions. A Literacy Coordinator with specific responsibility to address the core issue of overcoming weak literacy amongst our pupils. Improving literacy and reading ability is a key driver for ensuring pupils are able to progress well in their learning. The EEF toolkit found that reading comprehension approaches could improve learning by an additional 5 months' progress over the course of a school year. Extending the school day to increase the learning time can also be effective to close knowledge gaps and prepare for exams- EEF	1
SEN Teaching Assistants	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 benefit of between 3-5 additional months of progress a year.	1,2
Teachers offer after-school (period 6) revision sessions to Y11 & Y13 pupils to build key knowledge and practise exam skills and techniques	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The EEF found that when delivered in small groups, this can result in +4 months of extra progress,	2,3
Mentoring Programme	University mentoring provide mentoring to disadvantaged students, or students whose parents have not attended university. Sixth form students are mentored by external mentors from business and private sector.	3

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

Budgeted cost: £ 70,376.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officers	A team of Attendance Officers are employed. 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. The EEF suggests that behaviour interventions can produce 4+ months of additional progress along with a decrease in problematic behaviours	4
Pastoral Support Assistants	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.	2,4,5,
Early Help Team & Counseling	2 Family Support Workers and their supervisor. Early help, also known as early intervention, is support given to a family when a problem first emerges. Parental engagement was found by the EEF to be of high impact. The UK Government found that early intervention can eliminate or reduce costly and damaging social problems.	5
Alternative Provision	Specialist Off-site provision for our most vulnerable students	2,5
Safeguarding Worker	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.	5
Careers education	We hold the Gold Careers Mark- the DfE found that a wide range of socio-economic factors results in disadvantaged pupils being 5 times less likely to enter university than their more advantaged peers. The DfE also recommended that schools employ specialist, knowledgeable staff with specific responsibility for university access, building relationships and visits with universities.	2,3
Work Experience	Work experience has been shown to increase confidence and personal development, thereby leading to improved life chances on leaving school.	3
Transition	Vulnerable & Disadvantaged students have an extended transition into Secondary school, to ensure success in Yr7.	5

Total budgeted cost: £ 273,961.60

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 2020 to 2021 academic year.

For review of PP 2020-21, please see separate PP Funding Review Document on the Pupil Premium page of our website

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
YipYap Tutoring/ Mentoring	YipYap