ECCLESFIELD SCHOOL



**Pupil Premium and Recovery Premium Strategy Statement 2023/4**

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 1732  22/11/2023 |
| Proportion (%) of pupil premium eligible pupils | 516 (30%)  22/11/2023 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2021 to 2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | Annual |
| Statement authorised by | Richard Walkden (Headteacher) |
| Pupil premium lead | Claire Johnson (Assistant Headteacher) |
| Governor / Trustee lead | Martin Brader |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £483,345 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £135,240 |
| 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* | £618,585 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Our Mission for all Disadvantaged Students:**  *‘For every disadvantaged student to get the support they need to regularly access a broad range of skills, qualifications, and experiences alongside their peers to raise aspirations.*  *To have high expectations of themselves to exceed their personal and academic potential.’*  At Ecclesfield School we are committed to improving the life chances and choices of our disadvantaged and vulnerable students through excellent teaching and learning and a no excuses culture. We believe that our whole school **ENABLE** strategy will address the barriers to learning faced by many of our disadvantaged students.    Our PP strategy was rewritten in 2021 to weave through the 2021-4 School Improvement Plan, which puts tackling disadvantage as a Key Priority. All staff must know their role in addressing educational disadvantages and have a firm belief that all students can attain well, irrespective of background or the challenges they face.    Many barriers to learning have been exacerbated by the Coronavirus pandemic for all children – but especially for many of our more disadvantaged students. We accept that many children who do not qualify for the Pupil Premium or Recovery Premium funding, especially following the pandemic, are vulnerable. With this in mind we will allocate resources and funding.    We believe that assessment of need and not assumption by ‘label’ is crucial to addressing the disadvantaged gap at Ecclesfield School. There are often complex factors which prevent our most vulnerable students from accessing learning. Through the removal of critical barriers such as low literacy levels and by developing ‘belonging’ through enrichment and targeted support, we seek to improve wellbeing, attendance, and therefore consistent access to the curriculum.    High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non- disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students’ attainment will be sustained and improved alongside progress for their disadvantaged peers.    Our **ENABLE strategy** is threaded through the **EEFs tiered approach**. We will allocate funding using research-based approaches and through carefully selected **high quality teaching**, **targeted academic support** and **wider approaches** based on diagnostic assessment of need. |

## Challenges

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

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| Challenge number | Detail of challenge |
| **1.**  **Attainment in English and Math’s** | Progress and attainment are generally lower for disadvantaged students than that of their peers, particularly in English and Math’s.    Attainment upon entry to Year 7 indicates that over the last three years, disadvantaged students scored significantly lower than their non- disadvantaged peers in terms age-related expectations (score of 100) in reading and Math’s. This trend continues throughout school.    In 2020 and 2021 we used CATS tests to provide a KS3 baseline in the absence of SATS (SAS standardised age score of 100 is the average score):    CATS – students with scores below 100 (below age-related expectations)   * 2021 Math’s Y7: 64% disadvantaged v 33% non-disadvantaged * 2021 Reading Y7: 53% disadvantaged v 27% non-disadvantaged. * 2020 Math’s Y7: 69% disadvantaged v 31% non-disadvantaged * 2020 Reading Y7: 66% disadvantaged v 32% non-disadvantaged.     SATS - students with scores below 100 (below age-related expectations)   * ***2023 Math’s Y7:  46% disadvantaged v 20% non-disadvantaged*** * ***2023 Reading Y7: 33% disadvantaged v 21% non-disadvantaged.*** * 2022 Math’s Y7:  42% disadvantaged v 22% non-disadvantaged * 2022 Reading Y7: 32% disadvantaged v 15% non-disadvantaged. * 2019 Math’s Y7:40% disadvantaged v 16% non-disadvantaged * 2019 Reading Y7: 48% disadvantaged v 27% non-disadvantaged. |
| **2. Literacy** | Assessments, observation, and discussion with KS3 students indicate that disadvantaged students generally have lower levels of vocabulary and reading comprehension and are less able to confidently and clearly articulate knowledge, ideas and opinions than their non-disadvantaged peers. This impacts their progress across the curriculum and potentially on self-esteem and motivation over time.  On entry to year 7 in the last 5 years, between 32 - 66% of our disadvantaged students arrive below age-related expectations1 compared to 15 - 32% of their peers. |
| **3. Metacognition and**  **Self-Regulation** | Observations in classrooms and staff voice during remote learning highlighted that many disadvantaged students lack the metacognitive / self- regulation strategies required to be more independent. Disadvantaged students also tend to have less strategies to call upon when faced with challenging tasks.    EEF research suggests that developing metacognition/self-regulation and using feedback are two of the strongest methods for closing the attainment gap for disadvantaged students. |
| **4. Belonging** | **Belonging** is a vital foundation for success for all students.  Disadvantaged students at Ecclesfield School are more likely to have lower literacy levels, higher behaviour points, lower approach to learning grades and lower attendance than their peers. This cycle can lead to low self- esteem and negativity which can push students away from feeling they belong to the school community and this spirals into a lack of interest and engagement in school and learning.    Addressing literacy, access to school support (including financial and social/emotional) and providing enrichment could increase confidence, self- esteem, and lead to improved attendance. When students are in school consistently, they are accessing learning and are more likely to make progress and feel successful – this increases a sense of belonging and engagement in learning –fostering a sense of independence and motivation to achieve.    **Wellbeing**  Our assessments and discussions with students and families have identified social and emotional issues for many students, such as anxiety and low self- esteem. These instances have become more prevalent during the pandemic and since our return from lockdown. For some students, their anxiety is driven by concerns around ‘catching up’ on what they perceive to be lost learning; for others it is social concerns or the effect that lockdown/isolation has had on both our young people and their families. These challenges particularly affect disadvantaged students, including their attendance, behaviour, and sense of ‘belonging’ to the school community.    **Behaviour**  Comparing the last full academic year (2022-2023), disadvantaged students' behaviour points increased by 2.4%, whereas non-disadvantaged increased by 12%. Targeting disadvantaged and SEND students for mentoring and wellbeing support have supported this decrease.  Suspensions have seen a decrease over time for all vulnerable groups and largest change for disadvantaged. However disadvantaged students (especially those who are boys and/or have SEND) are 2.5 times more likely to receive a detention and five times more likely to be in reflection or receive a suspension, in relation to the size of the cohort across school.    **Enrichment**  During lockdown, most of the enrichment stopped. This has widened gaps to access for disadvantaged students. Enrichment within the curriculum and beyond (such as trips) can build essential relationships, confidence, vocabulary and cultural capital that all, but especially disadvantaged students, need to flourish. Enrichment can help to foster a strong sense of belonging for students. |
| **5. Attendance** | Attendance data over the last two years indicates that absence among disadvantaged students has been between 4% and 8% higher than for non- disadvantaged students.  Over the last two years, 51.49% (2021-22) to 45.61% (2022-23) of disadvantaged students have been ‘persistently absent’ compared with 27.26% and 38.89% ‘whole school’.    Poor attendance is often the symptom of other barriers. At Ecclesfield school, there is a close link between poor attendance, low literacy (reading, vocabulary, comprehension and being able to articulate learning, thoughts, and feelings) and higher behaviour incidents.  Lower literacy levels prevent students from accessing the curriculum fully and can make them feel different from ‘those who can’. When learning is increasingly difficult to access, low self-esteem and behaviours which incur sanction can be more prevalent, which in turn affects belonging to the school. More disadvantaged students spend time in detention and reflection than non-disadvantaged students. This must be addressed. Poor attendance is therefore often the symptom of other barriers to learning. We must address literacy and belonging effectively to be able to impact on behaviour and attendance. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (20240**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Improved outcomes for disadvantaged students, including in English and Math’s. | 2023/24 KS4 outcomes demonstrate that disadvantaged students achieve:   * Average Attainment 8 score of 4.0 * Progress 8 score between -0.10 and 0.0 * English: 60% 4+ and 35% 5+ * Math’s: 65% 4+ and 35% 5+ |
| Improved reading, comprehension, vocabulary and oracy for disadvantaged students | * STAR reading/comprehension tests demonstrate gaps narrowing between disadvantaged students and their non-disadvantaged peers. * Oracy (working with Voice 21) benchmarks and observation indicates that classroom talk is embedded. * Student and staff surveys show that confidence for classroom talk has increased, and that passivity has decreased. * Quality assurance and staff voice report that disciplinary literacy is embedded across the curriculum. |
| Improve and sustain attendance for all students, and especially for disadvantaged students | Sustained attendance from 2023/24, demonstrated by:   * Overall absence rate for all students is no more than 5% and below national PA%. * Attendance gap between disadvantaged students and their non- disadvantaged peers is reduced to be no more than 4% and continuing to narrow. * Percentage of all students who are persistently absent (PA) is below 10% and below national PA% for disadvantaged students. * PA for disadvantaged students is no more than 4% lower than their peers. |
| Improved metacognitive and self-regulatory skills among disadvantaged students | * Staff voice and classroom observations suggest disadvantaged students are more able to monitor and regulate their learning. * Reduction in the gap between ATL averages of disadvantaged and non-disadvantaged students, indication that disadvantaged students are becoming more independent, successful learners. |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | Sustained high levels of wellbeing from 2023/24 demonstrated by:   * qualitative data from student and mentor voice, student and parent surveys and teacher observations. * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| Improve and sustain behaviour for disadvantaged students | Sustained behaviour from 2023/24, demonstrated by:   * Achievement points outweigh Behaviour points for disadvantaged students. * Behaviour points and suspensions of disadvantaged students are within 5% of their peers. * Reduction in the % of disadvantaged students repeating internal reflection. * Introduction of class charts to support this. |
| Improve and sustain disadvantaged student uptake at enrichment clubs and trips, leading to an increase in ‘belonging’ to the school community. | Sustained participation from 2023/24, demonstrated by:   * A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. * PP funding bids support an increase in the breadth of enrichment for disadvantaged students. * Qualitative data from student voice, student and parent surveys and teacher observations. |

## 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: £*309,292.50*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Purchase of* ***standardised diagnostic assessments*** *e.g. STAR reading/ comprehension test, Lucid Exact (access arrangements).* | Standardised tests can provide reliable insights into the specific strengths and weaknesses of students to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) [Pupil Progress | Education Endowment](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) [Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2 |
| ***Enhancement of Science, Humanities and ALP curriculum planning.*** *We will fund Science and Humanities leader’s release time to work with specialists and curriculum support / specialist consultants.* | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3>  Humanities and Science CL and Lead Teacher(s) as well as ALP CL to work with Minerva Curriculum trust and School Improvement Partner to further develop the Humanities and Science curriculum and teacher expertise. | 1 |
| ***Explicitly develop high- quality oracy teaching practices****, with support from ‘promising project’ Voice 21, in line with recommendations in the EEF* [*Improving Literacy in*](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)[*Secondary Schools*](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) *guidance.*  *This will involve Voice 21 subscription, staffing (two Voice 21 Champions plus SLT Strategic Lead), teacher training and support / release time.* | Engaging in high-quality oracy practices during lessons deepens understanding and is linked with improved test scores and exam grades as well as greater knowledge retention, vocabulary acquisition and reasoning skills. The Education Endowment Foundation’s (EEF) trials of oral language interventions in schools have demonstrated that pupils make approximately five months additional progress over a year, rising to six months for students from disadvantaged backgrounds.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>  Oral language interventions have some similarity to approaches based on [Metacognition](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/) (which make talk about learning explicit in classrooms) and can be developed together. | 1, 2, 3 |
| ***Improving disciplinary literacy*** *in all subject areas in line with recommendations in the EEF* [*Improving Literacy in*](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)[*Secondary Schools*](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) *guidance.*  *We will fund professional development focused on curriculum areas, resources and teacher release time to support planning, as required.* | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Math’s and English:  [word-gap.pdf (oup.com.cn](https://www.oup.com.cn/test/word-gap.pdf) | 1, 2 |
| ***Staff development, resources, and release time,*** *as appropriate, around our key teaching and learning principles, key priorities and curriculum and knowledge-development* | Using the EEF guidance on effective professional development, but also maintaining key priorities from the school development plan  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>  Feedback and assessment  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>  Teacher Walkthru <https://www.walkthrus.co.uk/general-6> (including ECT support, as required)  Literacy  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4>  Voice 21: Transforming Teaching Through Talk (Gaunt and Scott); Disciplinary Literacy and Explicit Vocabulary Teaching (Kathrine Mortimore)  SEND  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>  Metacognition / Self-Regulation  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>  Curriculum, knowledge, and principles of instruction:  <https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf>  Pupil Premium  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>  Addressing Educational Disadvantage in Schools and Colleges: The Essex Way (Marc Rowland). | 1, 2, 3 |
| ***Accelerated Reader: Developing reading habits***    *AR programme, staffing, admin and lead staff time required.* | All Year 7 and 8 students access an AR library lesson each fortnight where their teacher guides, engages, and grows students as readers through dedicated practice and quiz time. Weekly prizes for engagement and longer-term rewards for regular reading; support for those not engaging as often.  [https://educationendowmentfoundation.org.uk/projects-](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader) [and-evaluation/projects/accelerated-reader](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader) | 1, 2 |
| ***Whole class reading:***  *Class Reads as part of Start of Day Activity (SODA)*    *Resources and staff development*  */ Staff time* | Form groups reading together each week, supported by Form Tutors, to access and enjoy reading a range of texts.  Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text:  [Reading comprehension strategies | Toolkit Strand |](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/) [Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/)  [https://educationendowmentfoundation.org.uk/education-](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) [evidence/guidance-reports/literacy-ks3-ks4](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)  https://educationendowmentfoundation.org.uk/education- evidence/guidance-reports/literacy-ks2 | 1, 2 |
| ***Online resources*** *to support students to know and remember more (i.e., home learning and enrichment / in-class packages)* | Digital resources to support regular practice andknowledge recall:  e.g., Times Table Rockstars; SPARX Maths; Seneca (Science); MFL – Linguascope; GCSE Pod (all subjects)    This is supplemented by students having regular access to devices – both in school and as an after- school sessions – but also at home, through the school’s loan service where disadvantaged and SEND students have priority access to device loans where required.  <https://educationendowmentfoundation.org.uk/education-> [evidence/guidance-reports/digital](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital) | 1, 2 |
| ***Quality Assurance, Administration and Staffing*** *and costs to ensure consistent, high-quality T&L through effective implementation.* | [https://educationendowmentfoundation.org.uk/education-](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) [evidence/guidance-reports/implementation](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation)  Capacity for and implementation of all strategies from leadership to classroom level e.g. Every Lesson walks.  Support for staff through bespoke training, as/when required. Performance Development.  Literacy Co-coordinator appointed to support departments to develop curriculums that enable disadvantaged students to make better progress; specifically focusing on disciplinary literacy. Add to curriculum QA. | 1 - 5 |

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

Budgeted cost: £123,717

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Engaging with the* ***Student Led Tutoring Programme (Pearson)*** *to provide a blend of tuition for student’s whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.* | 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:  [One to one tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) [(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand |](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) [Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 2 |
| ***School Led Tutoring: (Student led tutoring funded)***  *Year 7-11 ASPIRE Literacy includes targeted reciprocal teaching as a vocabulary, reading and comprehension intervention for disadvantaged students who need additional help to comprehend text and address vocabulary gaps.* | Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span:  [Reading comprehension strategies | Toolkit](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/) [Strand | Education Endowment Foundation |](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/) [EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/)  [Small group tuition | Toolkit Strand | Education](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) [Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 2 |
| ***School Led Tutoring: (Student led tutoring funded)***  *ASPIRE Math’s includes targeted small group intervention for KS3 disadvantaged students to address gaps in learning.* | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:  [Small group tuition | Toolkit Strand | Education](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) [Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3> | 1, 2 |
| **School Led Tutoring: (Student led tutoring funded)**  Year 7-8 small group tutoring ‘Breakfast Booster’ English and Maths.    Staffed by Eclesfield teachers / breakfast provided. | Students (mostly disadvantaged and SEND) targeted to work in small groups with Ecclesfield teaching staff, based on gaps in learning / diagnostic testing.  Breakfast provided.    [Small group tuition | Toolkit Strand | Education](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) [Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3>  <https://educationendowmentfoundation.org.uk/educat>[ion-evidence/guidance-reports/literacy-ks3-ks4](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) | 1,2 |
| ***Bedrock Vocabulary Intervention Y7-11*** | Bedrock closes language gaps by explicitly teaching vocabulary in a long-term digital programme. Students are selected using STAR testing and SSRT where required. | 1, 2 |
| *Licenses and LSA time to support interventions (Y7 and 8) (SODA)* | Program records pre and post-test scores and suggests who needs additional support. Students given a device to use at home if required.    Vocabulary targeted to support comprehension and reading.  <https://educationendowmentfoundation.org.uk/e> [ducation-evidence/guidance-reports/literacy-ks3-](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) [ks4](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)  [https://educationendowmentfoundation.org.uk/e](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) [ducation-evidence/guidance-reports/teaching-](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) [assistants](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) | 1,2 |
| ***Lexia (Power Up) online reading intervention***  *Licenses purchased and LSAs are required to facilitate, monitor and support students as they complete Lexia online in small groups and at home.* | Lexia aims to improve reading skills and is developed by Lexia Learning Systems LLC. It consists of three elements: personalised online student activities, real-time reporting of student progress, and paper-based resources to guide teacher instruction where needed.  <https://educationendowmentfoundation.org.uk/projec> [ts-and-evaluation/projects/lexia](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia)  [https://educationendowmentfoundation.org.uk/educat](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) [ion-evidence/guidance-reports/teaching-assistants](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) | 1,2 |
| ***RWI: Read Write Inc***  *Structured phonics intervention in small groups (Y7-8) with an LSA/HLTA to develop reading fluency/speed to support comprehension, vocabulary and spelling.* | **Phonics literacy programme** which supports students with lower reading ages – working in small group interventions with a trained LSA.  <https://educationendowmentfoundation.org.uk/educat> [ion-evidence/guidance-reports/teaching-assistants](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) [https://educationendowmentfoundation.org.uk/educat](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) [ion-evidence/teaching-learning-toolkit/phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 1,2 |
| ***ASPIRE Numeracy as part of Tutor time (SODA):***  *1:1 targeted interventions / teacher time / numeracy resources* | Small group, targeted interventions to improve Math’s foundations, confidence and fluency – based on KS2 Math’s papers and ongoing gaps.  [Small group tuition | Toolkit Strand | Education](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) [Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)    [https://educationendowmentfoundation.org.uk/educ](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3) [ation-evidence/guidance-reports/maths-ks-2-3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3) | 1 |
| ***Reading Buddies Programme***  *Staff admin and facilitation time / training for students* | Peer Tuition from Year 10, supporting Year 7 students with reading and comprehension strategies.  [https://educationendowmentfoundation.org.uk/educ](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring) [ation-evidence/teaching-learning-toolkit/peer-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring) [tutoring](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring) | 1, 2 |
| ***Reciprocal Reading***  *Targeted, small group reciprocal reading sessions to develop vocabulary, reading and comprehension* | Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span:  [Reading comprehension strategies | Toolkit](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/) [Strand | Education Endowment Foundation |](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/) [EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/)  [Small group tuition | Toolkit Strand | Education](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) [Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 2 |
| ***Literacy and Maths Transition projects***  *Teacher release, staffing* *and resources.* | Lead Teachers to work on Transition projects for Summer 2024  [https://educationendowmentfoundation.org.uk/educat](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3) [ion-evidence/guidance-reports/maths-ks-2-3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3)    [https://educationendowmentfoundation.org.uk/educa](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) [tion-evidence/guidance-reports/literacy-ks3-ks4](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) | 1, 2 |
| *Purchase of* ***standardised diagnostic assessments*** *e.g. STAR reading/ comprehension tests, CATS testing* | Standardised tests can provide reliable insights into the specific strengths and weaknesses of students to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) [Monitoring Pupil Progress | Education](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) [Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2 |
| ***Bespoke Summer Camp Targeting Year 6 disadvantaged, vulnerable and SEND students***    *Staffing (Lead, teaching and support staff) and resources.* | <https://educationendowmentfoundation.or> [g.uk/education-evidence/teaching-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools) [learning-toolkit/summer-schools](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools)  Summer School to target students who may find the transition to secondary school more challenging. The EEF suggests that summer school can support students to engage and attend through a blend of academic and wider approaches.  Camp would aim to foster better belonging and attendance to school, in addition to mitigating the summer ‘dip’ in attainment. | 1, 2, 4, 5 |
| ***David Hyner ‘memory technique’***  ***and motivation workshop*** | Targeted one-off workshop based around academic mentoring and aspiration with methods of recall and memory techniques.    [https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring) [toolkit/mentoring](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring) | 1, 2, 3, 4 |
| ***Quality Assurance, Administration and Staffing*** *costs to ensure consistent intervention accountability processes.*  *Teacher and leader cover / admin for RAP meetings* | RAP (Raising Attainment and Progress) meetings across Departments and Year Groups – using the EEF implementation guidance re: monitoring and evaluation.  [https://educationendowmentfoundation.org.uk/educa](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) [tion-evidence/guidance-reports/implementation](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation)  Raising achievement and progress meetings with curriculum leaders, pastoral   and senior leaders. | 1 - 5 |
| ***Interventions to accelerate progress in English and maths***    *Staff time and resources Programme costs (if external)* | Funding to support additional Year 11 interventions, as required (prioritising English and Math’s): e.g. Strive for Five Weekends (incl Science) / Holiday Interventions / Pupil Progress tracking, super learning days and drop down sessions. | 1 |
| ***Homework Club provision / Study Hub resources / Providing resources for students to take home*** | Students from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.    We offer a homework club each day, a fully stocked Study Hub and curriculum areas can help to overcome barriers by offering pupils the resources and support needed to undertake homework or revision.    This is supplemented by students having regular access to devices both before/after school and at home, through the school’s loan service where disadvantaged and SEND students have priority access to device loans where required.    [https://educationendowmentfoundation.org.uk/educat](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework) [ion-evidence/teaching-learning-toolkit/homework](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework) | 1 - 5 |
| ***Provision Mapper to track impact of academic and wider interventions*** | Tracking impact is essential for monitoring progress and impact of all interventions. With the large range of interventions in place/planned, it makes sense to explore more efficient ways of monitoring impact:  [https://educationendowmentfoundation.org.uk/educa](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) [tion-evidence/guidance-reports/implementation](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation)  Provision Map can assist schools with EEF SEND recommendations 4 and 5 in particular:  <https://educationendowmentfoundation.org.uk/educat> [ion-evidence/guidance-reports/send](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) | 1, 2, 4, 5 |

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

Budgeted cost: £185,575.50

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Adopt* ***Think for the Future*** *Behaviour and Resilience Mentoring for specific students who require support with regulating their behaviour and emotions – some of whom have extensive attendance and/or behaviour concerns.*  *Costs include mentor staffing 4 days per week.* | Evidence suggests that structured, positive mentoring likely to impact upon engagement to school, behaviour and attendance, which could therefore link to an effect on better outcomes. Our aim for TFTF mentoring is to engage and support students to feel a greater sense of belonging, promote wellbeing, improved behaviour/self-regulation, and increased attendance.  [https://educationendowmentfoundation.org.uk/educ](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring) [ation-evidence/teaching-learning-toolkit/mentoring](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring) | 3, 4, 5 |
| *Adoption of a* ***cognitive behavioural therapy (CBT)*** *intervention for students who are in crisis and/or require support with regulating behaviour and emotions.*  *This includes staffing through* ***UNRAVEL*** *(2 days per week)*  *Trust Counsellor appointed 2 days per week at Ecclesfield* | There is evidence to suggest that CBT can have a high impact on risky behaviours and behavioural difficulties:  [Cognitive Behavioural Therapy - Youth](https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/) [Endowment Fund](https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/)  EIF’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:  [Adolescent mental health: A systematic review on](https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions) [the effectiveness of school-based interventions](https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions)  [| Early Intervention Foundation (eif.org.uk)](https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions) | 3, 4, 5 |
| **Improve attendance** through embedding principles of good practice set out in DfE’s advice.  Costs include: Staffing, training and release time to develop and implement procedures.  Attendance staff appointed (three attendance officers), and supported to improve attendance and wellbeing (at the heart of many attendance concerns)  Staff training around highlighting and supporting attendance.  Targeted attendance rewards and incentives. | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  [https://www.gov.uk/government/publications/school](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities)  [-attendance/framework-for-securing-full-attendance-](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) [actions-for-schools-and-local-authorities](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) | 4, 5 |
| **Student Wellbeing Officer**  Additional staff capacity to support staff development, student welfare, attendance and deliver targeted wellbeing interventions; support parent and/or external agency liaison. | Full time role, targeting students and groups for support, based on pastoral referrals. SMSC lessons include SEMH support.  Using research and guidance to support mental health and wellbeing e.g.  [https://www.annafreud.org/schools-and-colleges/5-](https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/) [steps-to-mental-health-and-wellbeing/](https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/) [https://www.annafreud.org/media/11456/mwb-](https://www.annafreud.org/media/11456/mwb-toolki-final-draft-4.pdf) [toolki-final-draft-4.pdf](https://www.annafreud.org/media/11456/mwb-toolki-final-draft-4.pdf)  Working with parents:  <https://educationendowmentfoundation.org.uk/educ> [ation-evidence/teaching-learning-toolkit/parental-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) [engagement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) | 3, 4, 5 |
| ***Safeguarding and Inclusion Manager*** | Additional leadership to drive and improve student wellbeing, attendance and safeguarding of disadvantaged and vulnerable groups – across alternative provision and within school. | 4, 5 |
| ***Student Enrichment and Engagement Officer*** | Additional staffing to mentor and support student wellbeing, attendance and provide additional safeguarding of disadvantaged and vulnerable groups and parental support. | 4, 5 |
| ***Disadvantaged student mentoring***  *Time if required in specific cases e.g. cover in tutor time; resources rewards. Workshop.* | Staff volunteers act as positive role models and build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. Staff CPD to develop metacognition where possible in sessions. Primarily disadvantaged/SEND KS4 students.  [https://educationendowmentfoundation.or](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring) [g.uk/education-evidence/teaching-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring) [learning-toolkit/mentoring](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring) | 3, 4, 5 |
| ***Pupil Premium Champion***  *Costs for one member staff to support the development of the ENABLE strategy: No excuses project – Student Led Tutoring: monitoring of interventions*. | Targeting improvements in literacy and numeracy (those with low progress in both literacy and numeracy) for disadvantaged students  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 3, 4, 5 |
| ***Targeted pastoral interventions e.g. Mighty Minds (social and emotional learning)***  *Staff development / staff time to support students and offer numerous interventions to address improved behaviour, wellbeing, and attendance* | [https://educationendowmentfoundation.org.uk/educ](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) [ation-evidence/teaching-learning-toolkit/social-and-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) [emotional-learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  Although a weaker evidence bases on impact on attainment, targeted rather than general approaches have a greater impact on wellbeing, engagement and attendance. | 3, 4, 5 |
| ***PASS – GL assessment (Pupil Attitudes to Self and School)***  *Self-evaluation survey package to gain insight into student attitudes and identify barriers to learning.* | Survey data provides evidence to prioritise and target support effectively.  Results from survey will help our school understand student attitudes to learning and identify barriers. | 1, 4, 5 |
| ***Breakfast Club***  *Costs include food, staffing and resources when required* | Informal mentoring (staff and peer-to- peer), breakfast and homework support each morning. Research suggests that students who attend are more likely to feel settled, focus well and behave better throughout the day.  [https://educationendowmentfoundation.or](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast) [g.uk/projects-and-](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast) [evaluation/projects/magic-breakfast](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast) | 3, 4, 5 |
| ***Enrichment:***  ***Enrichment opportunities for disadvantaged students through ‘PP Bids’ e.g.*** *Funded peripatetic music lessons; support to access to trips; funded taster sessions.* | Boosting attendance to enrichment for disadvantaged students can help build belonging and increase attendance and engagement to school.  Staff asked to aim for minimum 30% disadvantaged attendance at every enrichment activity (arts, sports., trips, etc) as part of the ENABLE strategy.  Students are more likely to attend if they have access to snacks and are invited to attend.  <https://educationendowmentfoundation.org.uk/educ> [ation-evidence/teaching-learning-toolkit/physical-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity) [activity](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity)  [https://educationendowmentfoundation.org.uk/educ](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) [ation-evidence/teaching-learning-toolkit/arts-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) [participation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 3, 4, 5 |
| ***Pupil Premium Funding Bids:***  *Staff invited to make small funding bids for projects to drive elements of the ENABLE strategy* | Termly bid windows opened where staff can request small amounts which support ENABLE:   * Excellent Teaching and Learning * No excuses * Attendance * Belonging (incl. behaviour, increased rewards & wellbeing) * Literacy   Enrichment |  |
| ***Y6 Transition support:***  *Pupil premium students provided uniform and equipment upon* *entry. Summer school organised for our most vulnerable students.* | Students upon entry will be provided with school uniform including school logo clothing. Students will also be provided with a bag and equipment. Based on behaviour logs this will reduce the number of behaviour points a pupil premium child will receive and increase engagement and this barrier to their learning will be removed.  Uniform swap shops also provided for parents to trade clothing.  Summer school organised (staffing and activities) to support the transition of our most vulnerable students. This will increase our knowledge of their needs and increase student’s confidence of the school, build relationships with staff and peers. | 1, 4, 5 |
| ***Contingency fund for acute issues*** | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | 1-5 |

**Total budgeted cost: £** *618,585.00*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.  For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.91. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 31.54. *See* [*DfE guidance*](https://www.gov.uk/government/publications/progress-8-school-performance-measure) *for more information about KS4 performance measures.*  DfE has strongly discouraged comparison of a school’s 2023 performance data with results in previous years. A centre and teacher assessed grade process was put in place in summer 2020 and 2021. In addition, changes were made to GCSE exams in 2022 with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019. However, we have included the data, for information:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | 2023 | | P8 | -0.37 | -0.38 | -0.37 | -0.46 | -0.91 | | A8 | 3.7 | 3.7 | 3.7 | 3.7 | 3.1 |   We have compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above).  The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was –0.55 and for non-disadvantaged pupils it was 0.15.  Disadvantaged students at Ecclesfield School made better progress in 2023 than disadvantaged students nationally (+0.09 gap). However, when compared to the progress of non-disadvantaged students nationally, they were over half a grade lower on average (-0.61 gap). Attainment was slightly lower than national disadvantaged and non-disadvantaged.  The gap between the Progress 8 scores of our disadvantaged and non-disadvantaged students has grown since the start of the pandemic. This trend follows national gap trends.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **2019** | | | **2022** | | | **2023** | | | | **PP** | **Non-PP** | **GAP** | **PP** | **Non-PP** | **GAP** | **PP** | **Non-PP** | **GAP** | | **P8** | -0.38 | 0.13 | -0.50 | -0.46 | 0.10 | -0.56 | -0.91 | -0.08 | -0.83 |   **PROGRESS**   * Disadvantaged student progress has declined since 2019 -0.37 (2019) -0.38 (2020) -0.37 (2021) -0.46 (2022) -0.91 (2023). * P8 gap has widened since 2019:   -0.50 (2019) -0.71 (2020) -1.14 (2021) -0.56 (2022) -0.91 (2023).   * Disadvantaged students at Ecclesfield School made better progress in 2023 than disadvantaged students nationally. * Progress is weakest for those disadvantaged students who are low to middle prior attainers (LPA), boys and those who have SEND (double disadvantage).   **ATTAINMENT**   * Disadvantaged student attainment is broadly stable: 3.74 (2019) 3.77 (2020) 3.72 (2021) 3.67 (2022) 3.15 (2023) * Attainment is slightly below national for disadvantaged students. * The Disadvantaged Gap Index (Dis. E+M attainment compared to non-dis peers) has widened nationally since 2019. Ecclesfield disadvantaged attainment in E+M follows the national gap trend. * Grade 4+ E&M was 28% in summer 2023. * Grade 5+ E&M was 14% in summer 2023. * EBACC entry was 88% for disadvantaged students in summer 2023. * Attainment is weakest for those disadvantaged students who are low to middle prior attainers (MPA), boys and those who have SEND (double disadvantage).   **ABSENCE**    Absence among disadvantaged pupils was 7.56% higher than their peers in 2022/23 and persistent absence (all students) 19.8% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.    **WELLBEING**    We continue to utilise funding to secure additional staffing to support the challenges around student wellbeing and mental health. Interventions and student voice showed that although those receiving support were positively impacted (e.g. increased attendance, approach to learning and behaviour), numbers needing additional and specialist support remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. We aim to screen all students to assess and support student wellbeing further in 2023-24.    **BEHAVIOUR**    Disadvantaged students' behaviour points increased in 2022-23 by 2.4%, whereas non-disadvantaged increased by 12%. Targeting disadvantaged and SEND students for mentoring and wellbeing support have supported this decrease.    Suspensions have seen a decrease over time for all vulnerable groups and largest change for disadvantaged. However disadvantaged students (especially those who are boys and/or have SEND) are 2.5 times more likely to receive a detention and five times more likely to be in reflection or receive a suspension, in relation to the size of the cohort across school.      **SUMMARY:**    Key stage 4 data and our internal assessments suggest that **we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25,** as stated in the Intended Outcomes section above.  We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes. |

## Externally provided programmes

|  |  |
| --- | --- |
| Programme | Provider |
| Think for the Future: Behaviour and Resilience Mentoring Programme | Think for the Future |
| Children's Emotional & Behavioural Psychology Service - Experts in Children's Emotional Well-being | Unravel |
| Bedrock Vocabulary | Bedrock Learning |
| Accelerated Reader including STAR testing | Renaissance Reading |
| Lexia Power Up (Core 5) | Lexia Learning |
| PiXL Secondary | PiXL |
| GCSE Pod | Access Group |
| Lucid Exact | GL Assessment |
| Small Group Tutoring: Career Teachers | Career Teachers |
| SPARX Maths | SPARX Maths |
| Linguascope | Linguascope |
| Language Gym | Language Gym |
|  |  |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| In 2022-23 we provided mentoring and support for those SPP children who required it. |
| **The impact of that spending on service pupil premium eligible pupils** |
| Student voice indicated that they felt well supported by mentoring. This is in place for 2023-24 (one hour per week where appropriate / drop-ins as required). |

# Further information (optional)

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| --- |
| **Ecclesfield’s ENABLE Strategy**  Our ‘ENABLE’ strategy is a longer-term plan, which seeks to address educational disadvantages at Ecclesfield School. It summarises the key challenges to achievement that we have identified among our disadvantaged students and outlines how we will overcome those challenges. The infographic is also colour-coded to highlight the Education Endowment Foundation’s three-tiered model.  Timeline  Description automatically generated |