



Pupil premium strategy statement(secondary)

To ensure that the funding is spent on the students who are eligible for it, spending on whole cohort interventions will reflect the PP make-up of the cohort eg only 40% of the cost of interventions that will benefit other non-eligible students will come from Pupil Premium funding, as approximately 40% of students are eligible.

1. Summary information

School	Eastbrook School				
Academic Year	2018-19	Total PP budget	£357,170	Date of most recent PP Review	2015/6
Total number of students	1218	Number of pupils eligible for PP in Secondary	382	Date for next internal review of this strategy	01/19

2. Current attainment

	Pupils eligible for PP (non PP)	Pupils not eligible for PP (national average)
% achieving 9-5 English/Maths (2017/18)	16%(32%)	
% achieving in 9-4 English / Maths (2017/18)	29%(47%)	
Progress 8 score average	-0.89(-0.12)	
Attainment 8 score average	31.77(45.13)	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor literacy skills*)



A.	Low attainment on entry with poor literacy or English as Additional Language	
B.	Progress 8 gap and in number of students following EBAC pathway between PP and non-PP students	
C.	Attainment Gaps in English and Maths between PP and non-PP students	
D.	PP student participation in extra-curricular activities is less than non PP students	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance of students eligible for Pupil Premium is below that of non PP and PA PP is higher compared to non PP.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	English data to indicate that the PP gap is reduced in Y10 and Y11 to bring in line with non PP. Maths data to indicate that the PP gap is reduced in Y10 and Y11 to bring in line with non PP.	The gap is closed between PP students compared to non, indicated by assessment data for teacher assessment, internal and external examinations
B.	English and Maths data in Y7 & * to indicate that the PP gap is reduced to bring in line with non PP.	The gap is closed between PP students compared to non, indicated by internal assessment data.
C.	Increase in the percentage of PP students following EBAC curriculum	More PP students to receive individual guidance in KS4 curriculum subjects and to follow EBAC curriculum
D.	An increase in the number of PP students participating in subject trips, extra-curricular activities and visits	An increase in the number of PP students participating in extra-curricular activities and tracking in place
E.	Attendance gap closes for PP students and the PA gap is reduced to in-line with non PP.	The gap is closed between PP and non PP attendance figures.



5. Planned expenditure					
Academic year		2018-19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes.	Deputy Head teacher in charge of teaching and learning. Contribution £20,000.	The Deputy Head teacher in charge of teaching and learning will line manage the G&T co-ordinator so there is a renewed focus on strategies to challenge and support the most able in the classroom.	Regular line management meetings, learning walks and lesson observations as part of the quality assurance cycle.	Deputy Head - Teaching and Learning	Ongoing as part of Quality Assurance cycle.
Increased focus on progress in all year groups.	Continuation of Head of Year/Year supervisor role. £5,000	The Head of Year strategy prioritises underachieving disadvantaged students for monitoring / mentoring. This is particularly significant considering the importance of maximising impact in Y7-8 (KS3 – The Wasted Years.)	Meetings involving Head of Year and Heads of En/Ma after each Teacher Assessment point. This process needs to be developed and embedded to raise the profile of PP in each year group. Underachieving PP students are prioritised for mentoring and strategies discussed at each prediction meeting.	Assistant Head teacher – Pastoral	Continual monitoring via assessment data and examination results.



Improved outcomes.	Continue role of whole school literacy co-ordinator and maintain staffing in maths. £30,000 Expand whole school numeracy	The Education Endowment Foundation Toolkit suggests that small group tuition and reducing class sizes are proven to accelerate progress of PP students by 3 and 4 months respectively. The Head of Literacy will work with key staff in each faculty including HoDs	Line management by SLT in charge of teaching and learning to ensure that literacy is viewed as part of teaching and learning by all staff. Leadership of numeracy by SLT	Deputy Head - Teaching and Learning. Head of English/Head of Maths	Ongoing through Quality Assurance Cycle.
Total budgeted cost					£55,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
No gap in Y7 between PP and non PP students in Reading Ages	Continue use of Reading wise for after Form time intervention sessions in curriculum time for lower ability students to improve their basic skills. £2,500	By taking students 'back to basics' and focusing on phonics and blending sounds, it will ensure that students are not held back by basic reading and writing skills.	Students with specific needs are identified from baseline data and given appropriate intervention.	KS3 Intervention Literacy co-ordinator	Continual monitoring via assessment data and examination results.



Improved outcomes and closing of gap between PP and non PP in core subjects.	Ensure PP students are invited and attend interventions and masterclasses. Purchase of materials and resources to co-ordinate withdrawals of PP. Explore possibility of using "bursary style" rewards for attendance £2,500	To provide new and relevant resources for intervention sessions that do not overlap with resources used in classroom teaching.	Requests from Subject Leads and timetabled programme of content	Subject Leads	Ongoing monitoring and evaluation of attendance and impact through raw score and prediction data.
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Gap closed between PP and non PP during Y7.	KS2 Maths Master Classes will be held for students in primary £1,000	The Education Endowment Foundation Toolkit highlights that this has high impact.	Students with specific needs are identified from baseline data and given appropriate intervention. Regular tracking of raw scores from regular testing.	Head of Maths /KS3 Maths Lead	Ongoing monitoring and evaluation of attendance and impact through raw score and prediction data.
Gap closed between PP and non PP during Y7 & Y8 in maths	Additional sessions in numeracy targeted group of Y7 and Y8 PP students. Time allocation for KS3 lead to specifically work with identified PP students £1,000	The Education Endowment Foundation Toolkit highlights that this has high impact.	Students with specific needs are identified from baseline data and given appropriate intervention. Regular tracking of raw scores from regular testing.	KS3 Maths Lead	Continual monitoring via assessment data and examination results.



Gap closed between PP and non PP during Y10 & Y11 in maths	Additional sessions in numeracy targeted group of Y10 and Y11 PP students. Time allocation for KS4 lead to specifically work with identified PP students £1,000	The Education Endowment Foundation Toolkit highlights that this has high impact.	Students with specific needs are identified from baseline data and given appropriate intervention. Regular tracking of raw scores from regular testing.		Continual monitoring via assessment data, data and examination results.
Improved outcomes for Mable PP students.	Funding for The Brilliant Club. £4,000	The Brilliant Club raises aspirations while challenging students. Track record of success with students who attended The Brilliant Club, completing the course and achieving high level degree outcomes	The Brilliant Club will be led by Deputy Head who has implemented this strategy successfully before.	Deputy Headteacher	Ongoing through attendance and submission of assignments
Improved outcomes for EAL students.	Increasing number of PP students are EAL and need to support ethnic minority students, many of whom are disadvantaged. £15,000	To provide language support for EAL students during lesson so that they do not become further disadvantaged because of a language barrier.	Timetabled programme of support for students identified on entry to the academy. Regular testing to reassess language needs.	EAL co-ordinator	Continual monitoring via assessment data and examination results.
Total budgeted cost					£27,000



iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increasing opportunities for PP students to revise. Improved outcomes.	Exam board revision guides purchased in core subjects. £3,000	To provide PP students with the necessary resources to revise independently.	Revision guide purchase tracked by Subject Leads to ensure PP student buy in.	Assistant Head teacher – PP lead	After each data drop
Increasing opportunities for PP students to revise. Improved outcomes.	Study evenings for Y11 throughout the year in all subjects and Exam Boost sessions in the run up to GCSE examinations. Refreshments and revision materials will be provided. £4,000	This is to provide opportunities for students to revise with subject staff on the morning of the GCSE exam and at regular intervals throughout the academic year. Revision materials and refreshments are provided so that PP students can revise with teacher guidance and correct equipment.	Attendance to sessions tracked to ensure PP students attend. Phone calls/Group Call messages home to parents as reminders.	Assistant Head teacher - Interventions	Continual monitoring via assessment data and examination results after each data drop
Improved attendance for PP students.	Funding to supports additional attendance administration and leadership time for co-ordination/home visits etc £25,000	Poor attendance is one of the main barriers to learning and PP attendance is currently just lower than non PP.	Attendance tracked weekly. Regular updates at SLT. Attendance team home visits. Heads of Year support attendance through trackers in tutor time. Form tutors to support.	Assistant Head teacher– Attendance & Punctuality	Weekly.
Improved transition and raising self-esteem.	The Co-operative Young Leaders programme and transition programme will continue. £20,000	To strengthen transition with feeder schools and the academy and to build independence, confidence and responsibility among academy students.	Regular programme of CYL transition events is created and co-ordinated by Transition Lead and has been implanted successfully in the past.	Transition Lead	Ongoing.



Increasing opportunity.	Alternate curricula to support students who are at risk of permanent exclusion and who can no longer progress in mainstream education funded through alternative providers £85,000	An alternative education programme which is tailored to the specific needs of students with multiple complex barriers to learning who are struggling to access mainstream education.	Trusted providers will be selected to ensure that individual needs of students are met and the curriculum is tailored to those needs.	Assistant Head teacher – Inclusion	Ongoing through placement visits and external reports on progress.
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Increasing opportunities for PP/SEN students to access intervention.	Funding will be used to provide breakfast revision clubs in science for all students as well as refreshments for masterclasses £1,500	To improve attendance to the academy and provide targeted students with interventions.	Attendance will be recorded and tracked and intervention impact will be assessed by departments	Relevant HoDs	Ongoing
Increased opportunities for extra-curricular activities	Funding will be used for programmes of enrichment such as DofE and for KS3 and subject specific interventions for KS4. £4,000	To provide extra-curricular opportunities for disadvantaged students with low cost implication for parents.	Trusted providers will be selected to ensure a wide range of activities are available to engage students.	Head of Performance Faculty.	Half termly.
Increasing opportunity.	Disadvantaged students will be subsidised on educational visits. £1,000	To ensure that a range of trips of an affordable nature are available to students in all year groups. DFE School Cultures and Practice Research (May 2018) cites this as having high impact.	Whole school target required for PP participation in school trips and Subject Leads to target PP students to attend educational visits. Heads of Year will track participation in educational visits	Heads of Year	Ongoing through tracking and monitoring each half term.



Raising aspirations.	Students will visit FE and HE to broaden their horizons during £3,000	To provide students with taster sessions at different colleges of a range of post 16 courses to raise aspirations and broaden horizons.	Trusted providers will be selected to ensure a wide range of activities are available to engage students.	Assistant Head teacher – Careers Deputy Head	Annually
Increased engagement with school for hard to reach PP students with complex barriers to learning	Mentor – Ever6 Champion £5000	To provide extra support, challenge and mentoring for identified disadvantaged students			
				Total budgeted cost	151,000