

ECS (Secondary) Pupil premium strategy statement



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	Edmonton County School
Number of pupils in school	1604 in total: 242 Reception to Year 6 1362 Year 7 to Year 11
Proportion (%) of pupil premium eligible pupils	Secondary: $533/1362 = 39.1\%$
Academic year/years that our current pupil premium strategy plan covers	2019 to 2022
Date this statement was published	Oct 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Dr S Tranter, Executive Headteacher
Pupil premium lead	Mr P Miller, Head of School
Governor lead	Lia Commissar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Secondary: $533 \times \pounds 955 = \pounds 509,015$
Recovery premium funding allocation this academic year	$533 \times \pounds 145 = \pounds 77,285$
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£586,300

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, prior attainment or the challenges they face, make good progress that is at least in line with national expectations, with disadvantaged pupils making the same level of progress as non-disadvantaged students.

High-quality teaching for all children is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils in our school. The intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and our whole school intervention programme, for pupils whose education has been affected by school closure, including non-disadvantaged pupils.

Our approach will be actively focused on common challenges and individual needs, through robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- maintain an early intervention whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point need is identified
- ensure disadvantaged pupils are well planned for and challenged in all work set for them

Our students will receive support to ensure high levels of wellbeing and remove potential barriers to learning. We strive to ensure that all students have a range of learning experiences that widens and grows their cultural knowledge.

As a result, students attain the grades to enable them to access the next stage of their learning journey with the skills and confidence to on take on the opportunities they have created for themselves.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils have low attendance levels (<90%)
2	Low prior attainment
3	Some pupils arrive in Year 7 with below age-related expectations in English / literacy
4	Some pupils arrive in Year 7 with below age-related expectations in mathematics
5	Many pupils with limited cultural capital
6	Some pupils receive limited home support
7	Pupil wellbeing, particularly following coronavirus pandemic

Activity in this academic year and intended outcomes

This section details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. This section also 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.

Teaching

Budgeted cost: £250,500

Activity	Objectives	Evidence that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
Year 7 Transition curriculum	To support the transition from Yr 6-7 and to provide catch-up teaching for pupils who did not meet age expectations in English and Maths at the end of Yr 6, through a more 'primary-style' curriculum	Previous experience has shown that catch-up leads to a high percentage of students being able to start access mainstream during Yr 7 or Yr 8	2, 3, 4, 6	0.75 x fte teacher: £42,750 0.75 x fte TA: £21,000 Teaching resources: £2,000 =£65,750	<i>Group:</i> 6 of 11 pupils eligible for PP (55%)	All pupils meet their KS3 targets. pupils are able to re-join mainstream provision (during KS3) or are ready to join the foundation pathway in Year 9 for KS4.
Year 8 Foundation curriculum	To build on the Yr 7 Transition curriculum and provide a tailored course for Yr 8 pupils who need additional support to enable them to make the transition from Yr 7 into Yr 8 and into Key Stage 4, through a more 'primary-style' curriculum		2, 3, 4, 6	0.75 x fte teacher: £42,750 0.75 x fte TA: £21,000 Teaching resources: £2,000 =£65,750	<i>Group:</i> 4 of 7 pupils are PP (57%)	
Additional staffing in core subjects to reduce class sizes in KS4 (Years 9-11)	On entry, attainment of the pupils is below average in all years and the percentage of pupils entitled to free school meals is above the national average. Student levels of literacy are lower than the national average on entry.	Reducing class sizes has allowed staff to give more personal attention and support to pupils within their groups who need it most.	2, 3, 4, 6	0.5 x fte English teacher: £28,500 0.5 x fte Maths teacher: £28,500 1 x fte Science teacher: £57,000 =£114,000	<i>All PP pupils</i>	Overall school KS4 targets are met:

Activity	Objectives	Evidence that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
Enrichment Day Programme	<p>To provide opportunities beyond the normal curriculum to develop the cultural capital of students through a variety of experiences.</p> <p>To ensure that the RSE curriculum is delivered to a high standard.</p>	<p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work, achieving social mobility whatever their starting point.</p>	<p>5, 6, 7</p>	<p>£5000</p>	<p><i>All PP pupils</i></p>	<p>Monitoring and 'student voice' shows that programme is successfully delivered, provided a range of cultural experiences.</p> <p>Monitoring shows that RSE programme is effectively delivered.</p>

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

Budgeted cost: £232,840

Activity	Objectives	Evidence that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
Additional EAL staffing in Inclusion Faculty	<p>To provide a programme for student joining the school with little or no English</p> <p>To provide ongoing interventions for EAL students with low levels of English</p> <p>To support faculties and class teachers with effective differentiation for EAL students</p>	<p>EAL pedagogy is underpinned by the following principles:</p> <ul style="list-style-type: none"> • Bilingualism and multilingualism are an asset • Cognitive challenge should be kept appropriately high • Learners' proficiency in English is closely linked to academic success 	2, 3, 6	1.2 x additional EAL teachers: £68,400	<i>Group:</i> Students with low levels of English; likely to be a high proportion of PP pupils	Pupils show accelerated improvement in reading ages, writing and comprehension and are able to meet or exceed their target grades by the end of KS4.
Accelerated Reader and Lexia for KS3	To improve the reading ages of KS3 pupils at an accelerated rate whilst developing pupils' love of reading	Our experience of using RA in the Primary Phase has shown that pupils make substantial progress through this programme	2, 3, 6	Software licences and training: £7000	<i>Group:</i> All PP in year 7 and 8, plus targeted students in above years.	Pupils show accelerated improvement in reading ages by the end of KS3 and are 'GCSE ready'
National tutoring programme	To provide targeted tutoring for identified students in Years 7-10. We will seek to recruit 16 tutors via the National Tutoring Programme to deliver group tuition in English and maths to identified children in Years 7-10 from 3-4pm each day with targeted children receiving a minimum of one 15-hour course in either mathematics or English.	The National Tutoring Programme (NTP) aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.	2, 3, 4, 6	<p>Costs will be 70% subsidised by the DfE. The remaining costs are provisionally:</p> <p>0.3 x 16 tutors x 5 hours per week x £54 ph (max) x 15 weeks = £19440</p>	<i>Group:</i> targeted at PP pupils, but proportion of PP students tbc	The 16 tutors to have tutored 240 children for a 15-week programme, with exit-assessments clearly showing accelerated progress.

Activity	Objectives	Evidence that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
Year 11 catch-up and exam preparation programme	<p>Additional Period 6 lessons in all subjects to enable the 'catch-up' curriculum to be delivered effectively following school closures in the 2019-20 and 2020-21 academic years, together with additional teaching resources</p> <p>Support Year 11 pupils as they prepare for public examinations by providing staffed study facilities (Study Zone) during the school holidays, targeted at those pupils with limited facilities for studying in their home environments.</p> <p>Attendance at PiXL Maths and English conferences (10 students at each).</p> <p>'Walking-talking mocks' for targeted PP students –English, Maths non-calculator and Maths Calculator on each campus – 6 sessions)</p>	<p>These are additional measures and interventions that we have put in place for Yr 11 students to work in conjunction with the National Tutoring Programme</p>	<p>2, 3, 4, 6</p>	<p>2 x fte classroom teacher: £114,000</p> <p>£16,000 teaching resources</p> <p>Study Zone / PiXL: Staffing costs (@25ph) and refreshments costs; £7,500 PiXL fees: £500</p> <p>=£138,000</p>	<p><i>Group:</i> targeted at PP pupils, but proportion of PP students tbc</p>	<p>Overall school targets are met; all pupils, irrespective of their background, prior attainment or the challenges they face, make good progress that is at least in line with national expectations, with disadvantaged pupils making the same level of progress as non-disadvantaged students.</p>

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

Budgeted cost: £117,050

Activity	Objectives	Evidence that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
Continued employment of a school Educational Psychologist	<p>Providing counselling services under the direction of the in-house Educational Psychologist to support vulnerable learners Working within school to support SEMH and vulnerable students. Provide more immediate access to appropriate support agencies for students.</p>	<p>Having an in-house EP has immense benefits in terms of the capacity of our counselling provision, but also the immediacy of response in acute cases.</p>	6, 7	0.6 x fte EP: £47,400	<i>Group:</i> Indirect and direct work with groups or individual students.	<p>All vulnerable students and those with SEMH needs receive appropriate support in a more timely manner.</p> <p>Increased staff awareness of groups and individual students' needs and strategies to support students.</p>
Employment of two Student and Family Support Coordinators (SFSCs)	<p>To work in partnership with parents and children to ensure that families' needs are met through flexible and needs-led approach. To coordinate provision and work with support services to best benefit children and their families.</p> <p>To promote partnerships where necessary to ensure families are fully engaged with the school community and to offer children the opportunity to break down their barriers to learning.</p> <p>To support the work of the Designated Safeguarding Leads.</p>	<p>Research has shown that strong partnerships between parents / carers and schools lead to better academic, social and developmental outcomes for children. The SFSCs support this approach.</p>	6, 7	1.8 x fte SFSC: £60,100	<i>Individual:</i> Much of the work of the SFSCs is specifically targeted at vulnerable and disadvantaged families and students	<p>The following is provided:</p> <ul style="list-style-type: none"> • Counselling / 1:1 support • Advice, guidance re housing, benefits, etc. • Organising financial support • Coordinate 'Troubled Families' • Home visits to support families • Support work of attendance officer.

Activity	Objectives	Evidence that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
Hardship fund (administered by the SFSCs)	The school's two Student and Family Support Coordinators administer a Hardship Fund to allow families to purchase essential school-related clothing or equipment in times of financial difficulty.	This strategy ensures that students are not disadvantaged in terms of access to key equipment and uniform items.	6, 7	£425 per half-term, on average: =£2550	<i>PP students only</i>	Access to uniform, school stationery, textbooks, revision materials and educational visits is secured for families in need.
Employment of a Senior Progress Lead with a focus on attendance at KS3&4	To work with the DHTs to develop a whole-school strategy to improve attendance and punctuality to school; reduce the number of persistent absentees and work with families to support good attendance.	Research has clearly shown that there is a link between attainment and levels of attendance at school, and that pupils from disadvantaged families are more likely to have poor attendance records.	1, 6	Additional pay for existing Progress Lead: £7000 pa	<i>Individual:</i> Much of the work of the SPL is specifically targeted at disadvantaged families and students	Overall attendance for 2021-22 is 95% A reduction in the number of persistent absentees and pupils arriving late to school.

Total budgeted cost: £600,390

Note: staffing costs assume fte classroom teacher costs £57,000 pa with on-costs; fte TA costs £28,000 pa with on-costs

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Accelerated Reader	Renaissance
Lexia	Lexia Learning (Cambium Learning)