

ECS (Secondary) Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 – Secondary Phase
Number of pupils in school	1373 Year 7 to Year 11
Proportion (%) of pupil premium eligible pupils	Secondary: $523/1373 = 38.1\%$
Academic year/years that our current pupil premium strategy plan covers	2021 to 2023
Date this statement was published	Dec 2022
Date on which it will be reviewed	Sep 2023
Statement authorised by	Dr S Tranter, Executive Headteacher
Pupil premium lead	Mr P Miller, Head of School
Governor lead	Lia Commissar, Chair of Local Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Secondary: $523 \times \text{£}985 = \text{£}515,155$
Recovery premium funding allocation this academic year	$523 \times \text{£}276 = \text{£}144,348$
National Tutoring Programme funding allocation this academic year	$530 \times \text{£}10.80 \times 15 = \text{£}85,860$
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£745,363

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 pupils. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 due to the coronavirus pandemic, 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 pupils will receive support to ensure high levels of wellbeing and remove potential barriers to learning. We strive to ensure that all pupils have a range of learning experiences that widens and grows their cultural knowledge.

As a result, pupils 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	<p>Some pupils have low attendance levels (<90%)</p> <p>Our attendance data indicates that attendance among disadvantaged pupils was 2.6% lower than for non-disadvantaged pupils in 2021-22. 32.0% of disadvantaged pupils were considered to have 'persistent absence' (>10% absence) compared to 20.3% of non-disadvantaged pupils. Research shows that absenteeism negatively impacts on pupils' progress.</p>
2	<p>Low (prior) attainment and progress</p> <p>Internal data indicates that, in some year groups, the attainment and progress of disadvantaged pupils is lower than that of their non-disadvantaged peers in more than one area of the curriculum. Where gaps in attainment and progress exist, we seek to narrow these to ensure that all pupils achieve their full potential.</p>
3	<p>Data from primary schools indicates that the attainment of disadvantaged pupils arriving in Year 7 was lower than that of their non-disadvantaged peers at the end of KS2. Where gaps in attainment and progress exist, we seek to narrow these to ensure that all pupils achieve their full potential.</p> <p>Some pupils arrive in Year 7 having not met the expected standard in English / literacy at the end of KS2</p> <p>For example, in the 2022-23 Year 7 cohort:</p> <ul style="list-style-type: none"> • 40% of disadvantaged pupils did not meet the expected standard in Reading at KS2 compared to 29% of non-disadvantaged pupils. • Of the pupils who did not meet the expected standard, 41% of these were disadvantaged, whereas disadvantaged pupils make up 37% of the cohort.
4	<p>Some pupils arrive in Year 7 having not met the expected standard in Maths at the end of KS2</p> <p>For example, in the 2022-23 Year 7 cohort:</p> <ul style="list-style-type: none"> • 40% of disadvantaged pupils did not meet the expected standard in Maths at KS2 compared to 25% of non-disadvantaged pupils. • Of the pupils who did not meet the expected standard, 49% of these were disadvantaged, whereas disadvantaged pupils make up 37% of the cohort.
5	<p>Many pupils have limited cultural capital</p> <p>Our observations and discussions with pupils and families indicate that many pupils have limited access to educational and cultural experiences outside of school. This is especially the case for disadvantaged pupils. We believe that such experiences are crucial in helping children to develop their cultural capital and comprehension skills. Therefore, we strive to provide all pupils with an enriching curriculum and reduce any financial barriers which may prevent disadvantaged pupils from accessing extra-curricular activities.</p>

6	<p>Some pupils receive limited home support</p> <p>Our observations and discussions with pupils and families indicate that many pupils receive limited support with their studies at home. This is especially the case for disadvantaged pupils. We aim to provide additional teaching and support sessions to ensure that all pupils achieve their full potential.</p>
7	<p>Pupil wellbeing, particularly following the coronavirus pandemic</p> <p>As is the case nationally, there has been a noticeable increase in the proportion of pupils needing wellbeing and mental health support. Our observations show that disadvantaged pupils are more likely to require such support and intervention.</p>

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.

Note: staffing costs assume fte classroom teacher costs £60,000 pa; fte TA costs £30,000 pa; fte SMs and mentors cost £30,000 pa (all with on-costs)

Teaching

Budgeted cost: £265,000

Activity	Objectives	Evidence / research 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 and outcomes have shown that this catch-up programme leads to a high percentage of pupils being able to start to access the mainstream curriculum during Yr 7 or Yr 8, or join the majority of mainstream lessons in Yr 9.	2, 3, 4, 6	0.75 x fte teacher: £45,000 0.75 x fte TA: £22,500 Teaching resources: £2,000 =£69,500	<i>Group:</i> 5 of 10 pupils eligible for PP (50%)	All pupils meet their KS3 targets. The majority of 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: £45,000 0.75 x fte TA: £22,500 Teaching resources: £2,000 =£69,500	<i>Group:</i> 6 of 12 pupils are PP (50%)	

Activity	Objectives	Evidence / research that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
Developing high quality teaching through a new CPDL model for teachers	<p>Our new approach to CPDL, focused on developing high quality teaching, is through a weekly 1h45m training session (facilitated by a condensed day for students on Thursdays). These provide:</p> <ul style="list-style-type: none"> • Training for all staff on whole-school priorities • Bespoke training for individual teachers through an options module approach • Subject-specific training through faculty-led CPDL sessions • Phase-specific pastoral training though year team-led CPDL sessions 	<p><i>“Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.”</i> EEF Pupil Premium menu evidence</p>	2,3,4,6	£1000 training resources	<i>All PP pupils</i>	Engagement, attendance, progress and attainment of disadvantaged pupils improves, with in-school ‘gaps’ being reduced to pre-pandemic levels at most.
Introduction of ‘class context sheets’ for teachers	<p>As part of the school’s approach to ensure that teachers are meeting the needs of all pupils, ‘class context sheets’ list key groups of pupils including those with SEND, EAL pupils and disadvantaged pupils, and provide strategies that teachers should use to improve progress and attainment. For disadvantaged students, teachers should:</p> <ul style="list-style-type: none"> • Prioritise for targeted questioning to encourage participation and develop confidence • Mark written work first; check understanding of feedback verbally in following lesson 	<p><i>“Disadvantaged pupils with SEND have the greatest need for excellent teaching.”</i> Special Educational Needs in Mainstream Schools EEF Teaching and Learning Toolkit EEF</p>	2,3,4,5,6	No costs	<i>All PP pupils</i>	

Activity	Objectives	Evidence / research that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
	<ul style="list-style-type: none"> Focus on academic language and developing vocabulary; encourage wider reading Monitor HW completion carefully Monitor attendance closely; Regular contact with parents / carers Prioritise for interventions; monitor attendance at these closely. 					
Additional staffing in core subjects to reduce class sizes in KS4 (Years 9-11)	<p>Reducing class sizes allows staff to:</p> <ul style="list-style-type: none"> give more personal attention and support to pupils within their groups who need it most, in particular to implement the strategies outlined in 'class context sheets' – see above provide more, higher-quality in-class feedback / 'live marking' have higher quality interactions with pupils 	<p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>This setting structure allows sufficient flexibility in the numbers in each class in core subjects. The model is:</p> <p>270 students split 143/127 between campuses: 143: Set 1-30; 2-28; 3-27; 4-25; 5-21; 6-12 127: Set 1-30; 2-28; 3-26; 4-23; 5-20</p>	2, 3, 4, 6	0.5 x fte English teacher: £30,000 0.5 x fte Maths teacher: £30,000 1 x fte Science teacher: £60,000 =£120,000	<i>All PP pupils</i>	Overall school KS4 targets are met, including those for disadvantaged students, with in-school 'gaps' being reduced to pre-pandemic levels at most.
Enrichment Day Programme	<p>To provide opportunities beyond the normal curriculum to develop the cultural capital of pupils 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; We believe that it is one of the key ingredients a student will draw upon to be successful in society,</p>	5, 6, 7	£5000	<i>All PP pupils</i>	Monitoring and 'student voice' shows that programme is successfully delivered, provided a range of cultural experiences.

Activity	Objectives	Evidence / research that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
		their career and the world of work, achieving social mobility whatever their starting point. See also Against the odds report.pdf (publishing.service.gov.uk) – research is inconclusive.				Monitoring shows that RSE programme is effectively delivered.

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

Budgeted cost: £247,000

Activity	Objectives	Evidence / research that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
Additional EAL staffing in Inclusion Team	<p>To provide a programme for student joining the school with little or no English</p> <p>To provide ongoing interventions for EAL pupils with low levels of English</p> <p>To support faculties and class teachers with effective differentiation for EAL pupils</p>	<p>Pupils' proficiency in English is closely linked to academic success: <i>"All children, including those who use English as an Additional Language, should have the opportunity to fully access the curriculum and fulfil their potential ... schools need to establish appropriate systems and structures to ensure any learners at risk of falling behind get the support they need."</i></p> <p>The Bell Foundation</p>	2, 3, 6	1.6 x additional EAL teachers: £96,000	<i>Group:</i> Pupils with low levels of English; likely to be a high proportion of PP pupils	<p>EAL pupils show accelerated improvement in reading ages, writing and comprehension.</p> <p>EAL pupils are able to meet or exceed their target grades by the end of KS4 and perform at least in line with the whole cohort.</p>

Activity	Objectives	Evidence / research that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
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. Research published by the EEF has shown a similar impact: Accelerated Reader report EEF	2, 3, 6	Software licences and training: £7000	<i>Group:</i> All PP in year 7 and 8, plus targeted pupils in above years.	Pupils show accelerated improvement in reading ages by the end of KS3 and are 'GCSE ready'
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 pupils at each).</p> <p>'Walking-talking mocks' for targeted PP pupils –English, Maths non-calculator and Maths Calculator on each campus – 6 sessions)</p>	These are additional measures and interventions that we have put in place for Yr 11 pupils to work in conjunction with the National Tutoring Programme, many of which have been advocated by www.pixl.org.uk	2, 3, 4, 6	<p>2 x fte classroom teacher: £120,000</p> <p>£16,000 teaching resources</p> <p>Study Zone / PiXL: Staffing costs (@25ph) and refreshments costs: £7,500 PiXL fees: £500</p> <p>=£144,000</p>	<i>Group:</i> targeted at PP pupils, but proportion of PP pupils tbc	Overall school KS4 targets are met, including those for disadvantaged students, with in-school 'gaps' being reduced to pre-pandemic levels at most.

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

Budgeted cost: £252,300

Activity	Objectives	Evidence / research that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
Continued employment of a school-based 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 pupils. Provide more immediate access to appropriate support agencies for pupils.</p> <p>Increased staff awareness of groups and individual pupils' needs and strategies to support pupils</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. We believe we are unique as a Trust in employing our own EP.</p>	6, 7	0.4 x fte EP: £33,500	<i>Group:</i> Indirect and direct work with groups or individual pupils.	All vulnerable pupils and those with SEMH needs receive appropriate support in a more timely manner.
Employment of two Family Support Coordinators (FSCs)	<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 FSCs support this approach.</p> <p><i>“Schools and parents have a shared priority to deliver the best outcomes for their children.”</i> EEF Parental Engagement Guidance</p>	6, 7	1.87 x fte SFSC: £70,000	<i>Individual:</i> Much of the work of the FSCs is specifically targeted at vulnerable and disadvantaged families and pupils	For identified pupils, attendance at school significantly improves, leading to an improvement in progress and attainment and a increase in the proportion of Target Grades achieved.

Activity	Objectives	Evidence / research 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 pupils are not disadvantaged in terms of access to key equipment, uniform items, extra-curricular activities and trips / visits.	6, 7	£500 per half-term, on average: =£3000	<i>PP pupils only</i>	Access to uniform, school stationery, textbooks, revision materials and educational visits is secured for families in need.
Employment of a Senior Progress Leaders 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. <i>"statistical models indicate that the</i>	1, 6	Additional pay for 2 existing Progress Leaders: £17,800 pa	<i>Individual:</i> Much of the work of the SPL is specifically targeted at disadvantaged families and pupils	Overall attendance for 2022-23 is 95%. There is a reduction in the number of persistent absentees.
Employment of two additional KS3 Student Managers	To work with the KS3 Progress Leaders to implement the whole-school strategy to improve attendance and punctuality to school (see above). Provide additional guidance and support to cohorts of pupils most affected by school closures when they were in KS2.	<i>strongest predictive factor of the progress made by pupil premium students is the school's absence rate"</i> Against the odds report.pdf (publishing.service.gov.uk)	1, 6, 7	2 x fte Student Managers: 2 x £32,000 =£64,000	<i>Individual:</i> Much of the work of the SMs involves disadvantaged families and pupils	Punctuality to school improves.
Employment of two new student behaviour mentors		<i>"...the highest impacts [are] for approaches that focus on self-management or role-play and rehearsal."</i> Behaviour interventions EEF	6, 7	2 x fte behaviour mentors: 2 x £32,000 =£64,000	<i>Individual:</i> Much of the work of the SMs involves disadvantaged pupils	Pupils' behaviour data shows a significant reduction in negative behaviour scores and exclusions.

Total budgeted cost: £764,300

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 4 performance data. Due to arrangements made for the awarding of grades for Key Stage 4 qualifications, 2022 outcomes are not comparable with those for 2021 and 2020. However, a comparison (using 4Matrix) of 2022 outcomes with 2019 outcomes is informative.

Details		EM Threshold												Progress 8 (estimates)								Attainment 8				
		Standard Pass						Strong Pass						Summary				Baskets				Summary		Baskets		
		Both		English Only		Maths Only		Both		English Only		Maths Only														
Group	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	KS2 APS	Entries	Score	% Positive	English	Maths	EBacc	Other	Score	English	Maths	EBacc	Other
2022 KS4 outcomes																										
Pupil Premium	98	46	46.94	22	22.45	6	6.12	30	30.61	16	16.33	3	3.06	4.55	93	-0.03	53.76	-0.06	-0.28	0.38	-0.27	41.71	9.02	7.45	12.91	12.33
Non Pupil Premium	156	114	73.08	14	8.97	8	5.13	82	52.56	24	15.38	8	5.13	4.86	142	0.54	67.61	0.42	0.47	0.93	0.27	51.67	10.73	9.94	16.1	14.91
Pupil Premium Gap		-68	-26.14	8	13.47	-2	0.99	-52	-21.95	-8	0.94	-5	-2.07	-0.31	-49	-0.57	-13.84	-0.48	-0.74	-0.55	-0.53	-9.96	-1.71	-2.49	-3.19	-2.58
2019 KS4 outcomes																										
Pupil Premium	120	62	51.67	20	16.67	9	7.5	36	30.00	20	16.67	6	5.00	4.56	114	-0.19	42.98	-0.18	-0.2	0.06	-0.45	40.01	8.79	7.55	11.91	11.75
Non Pupil Premium	137	83	60.58	20	14.6	5	3.65	51	37.23	28	20.44	5	3.65	4.76	122	0.03	53.28	-0.05	0.02	0.36	-0.23	44.00	9.3	8.47	13.45	12.79
Pupil Premium Gap		-21	-8.92	0	2.07	4	3.85	-15	-7.23	-8	-3.77	1	1.35	-0.20	-8	-0.23	-10.3	-0.13	-0.22	-0.30	-0.22	-3.99	-0.51	-0.92	-1.53	-1.04

Overall outcomes in 2022 where some of the best in recent years for the Edmonton County School. However, it is clear that in all performance measures the 'Pupil Premium Gap' has widened considerably between 2019 and 2022. This is a picture that is replicated nationally, and it is evident that school closures due to the coronavirus pandemic have affected disadvantaged pupils proportionately more than their non-disadvantaged peers. This is despite the considerable amount of work that Edmonton County School did to provide lessons in school to vulnerable pupils during school closures, and the necessary IT equipment to allow full access to online learning. It is important to note that this impact was mitigated by our focus on producing and delivering a high-quality 'catch-up curriculum' and

ensuring that disadvantaged pupils had access to the appropriate support and resources, including additional teaching funded via the school-led NTP programme.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been significantly impacted over the past two years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Although the rate of overall absence in 2021/22 was in the lowest 20% of schools with a similar level of deprivation (Ofsted IDSR), absence among disadvantaged pupils (9.5%) was higher than their non- disadvantaged peers (6.9%) in 2021/22. 32.0% of disadvantaged pupils were considered to have 'persistent absence' (>10% absence) compared to 20.3% of non- disadvantaged pupils. We recognise these gaps need to be significantly narrowed - a focus of our plan for 2022/23.

We have reviewed our strategy and made changes to how we intend to use some of our budget this academic year, as set out in the section above.

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)