



Eggescliffe School and Sixth Form College

Pupil Premium Report - 2016-2017 impact report and 2017/2018 Proposed spending



Summary information 2016-17

Academic Year	2016-17	Total PP budget	£117935	
Total number of pupils	1169	Number of pupils eligible for PP	Year 11	31
			Year 10	28
			Year 9	41
			Year 8	39
			Year 7	31
			Total: 170	

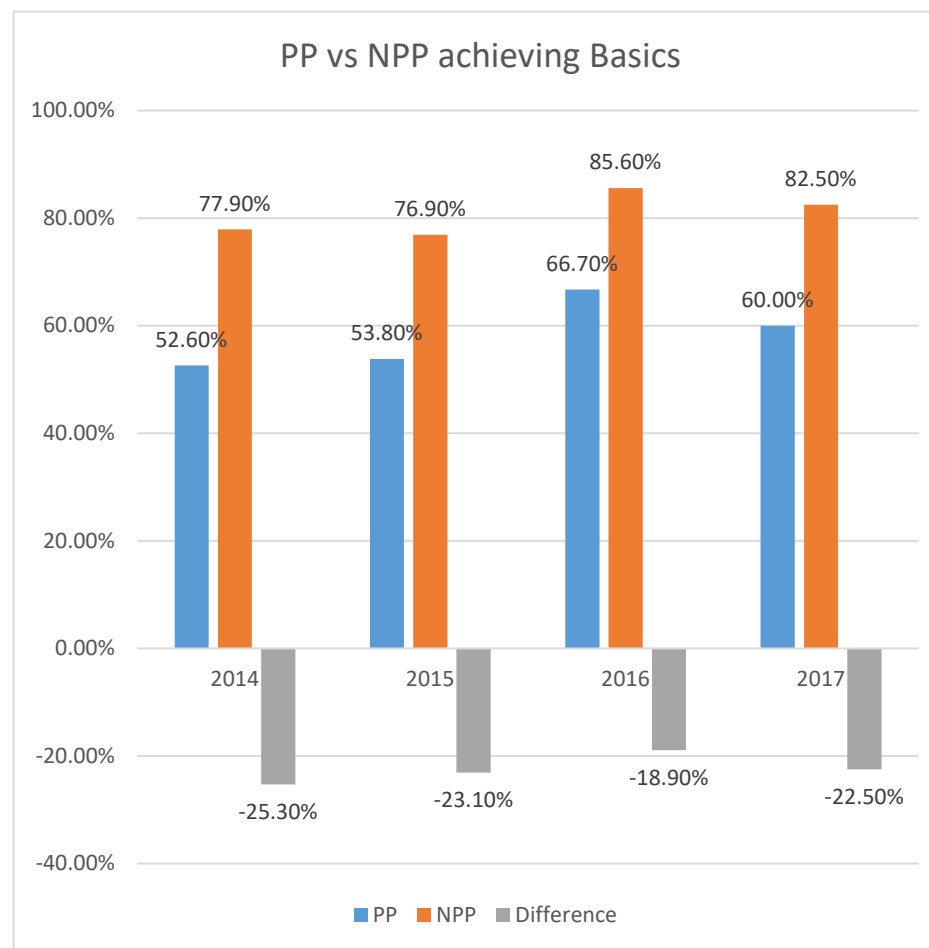
2016-17 Results

2016/17 Results

	NPP	PP	In School gap	National other <i>(taken from Characteristics national tables: SFR03/2017)</i>	Difference
Average Attainment 8 score per pupil	55.43	44.92	-10.51	53.3	-8.38
Basics 4+	82.50%	60%	-22.50%	70.60%	-10.6%
Basics 5+	62.10%	33.30%	-28.80%		
Entered Ebacc	66%	53%	-13.00%	45.20%	7.8%
Ebacc 4+	41%	20%	-21.00%		
Ebacc 5+	39.30%	16.70%	-22.60%	29.70%	-13.0%

PP Cohort progress over 2016/17 academic year (30 students)

	5+ >=4	5+ >=5.5	5+ >=7	5+ >=1	Basics >=5
Autumn Term	55%	13%	3%	97%	32%
Spring Term	65%	16%	6%	94%	35%
Summer Term	60%	20%	7%	100%	43%
Actual GCSE	50%*	30%	10%	97%	33.3%



2016-17 provision analysis

Name	Description	Impact	No. Students	Developments	Cost
Maths and Literacy					
1 to 1 tuition-MATHS	External maths tutor to tackle specific areas of weakness, with a specific focus for a post-holder overseeing this intervention.	<p>Year 11 :</p> <ul style="list-style-type: none"> Across 10 PP students, 8 made at least one grade of progress from their mock examination. Of these 10 students, 3 of them made 2 grades of progress. 8 of the 10 students achieved a Grade 4+ in Maths <p>Year 10:</p> <ul style="list-style-type: none"> There were 13 students who received support across Year 10. Of those, 54% made a grade or more progress. Of all the other students, all made improvements to their original assessments and moved to more secure positions within the same grade. <p>Year 9:</p> <ul style="list-style-type: none"> 5 of 7 students had been Below Expected Progression at the start of the year and progression to make Expected Progress by the year end <p>Year 8:</p> <ul style="list-style-type: none"> 5 students maintained their progression rate whilst receiving this provision. 2 students made more than expected levels of progress. <p>Year 7:</p> <ul style="list-style-type: none"> This provision was especially effective, with all 9 students being supported to make expected progression across the year in Maths 	10 students in Y11 13 students in Y10 7 students in Y9 7 students in Y8 9 students in Y9	The focus of these sessions has been streamlined and adjusted so that core skills are being drilled in each session. This is because GCSE examination analysis shows that students struggle with transferability of concepts from one situation to another and this remodelled approach should help to embed these skills.	£10,700
Sound training System	The Sound Reading System is a synthetic phonics reading and spelling programme. To include extra TA provision.	<p>Year 7:</p> <ul style="list-style-type: none"> All 6 of the Year 7 students made phenomenal gains and averaged a 19 month improvement in a 6 month testing period. <p>Year 8:</p> <ul style="list-style-type: none"> 4 students benefitted from this (who had also been recipients of this in Year 7). They made an average of 22.75 months' gain in 6 months and 	10 students (6 in Year 7, 4 in Year 8)	To be further developed this year to include more students with a TLR post holder managing the content of the sessions and the evaluation at regular points	£5000

		brought their reading age in line with their chronological age, bringing resultant knock on effects for the rest of the curriculum.			
ARROW	Computer program displays a piece of text at an appropriate level, anywhere from a single letter to a short paragraph. Pupils then repeat the word back. All pupils are assessed at the start and at regular intervals throughout. This is done each morning in the school's <i>Endeavour suite</i> .	<p>Year 7:</p> <ul style="list-style-type: none"> An average of additional 5 months' spelling improvements have taken place for the 9 students. An average of 6 months' additional reading improvement took place for the nine students. <p>Year 8:</p> <ul style="list-style-type: none"> 5 of the 9 student have seen subsequent benefits in English, making expected progress. There was an average improvement of 4.5 months (additional to chronological age developments) for the students concerned. <p>Year 9:</p> <ul style="list-style-type: none"> Six students received this provision – there was a 2 month spelling and reading age improvement which is less than previous years and this model for Y9 will be revisited. 	25	Continue into 2017-18	£11000

Name	Description	Impact	No. Students	Developments	Cost																																																			
Additional Literacy support	Literacy support during registration based on data capture results. To include extra TA provision.	<p>Year 11:</p> <ul style="list-style-type: none"> 4 students moved up a Grade in English, in part due to these additional interventions. 1 student has made significant progress improving 2 grades <p>KS3:</p> <ul style="list-style-type: none"> 6 out of 7 of the Year 7 students have developed to be in line with expected progress having previously been Below Expected Progress. 	12	Continue into 2017-2018	£15000																																																			
Tutorial Maths/additional after school support	Maths intervention during tutorial. Targeted group in response to the recent assessments	<p>Year 11:</p> <ul style="list-style-type: none"> 2 PP students with Grade 8 in Maths and 2 PP students with Grade 7 12 students achieved 5+ and 17 students achieved 4+ 	31	This has been expanded for 2017-2018. The program started before the end of the summer term 2017, but also some students are now building these skills via additional support from KS3 earlier in the school.	£6000																																																			
Booster Classes- Easter/ May	Booster classes targeted at PP students in the last few weeks leading up to the exam	Year 11: Please reference table above for impact measure	32	This will continue with the focus on attendance of PP students at these sessions.	£16000																																																			
Accelerated Reader	Computer-adaptive tests that incorporate learning progressions to bridge assessment and instruction. A guided independent reading programme that motivates students to read for pleasure.	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Total Titles Read</th> <th colspan="3">Average Titles Read</th> <th colspan="3">Total Quizzes Passes</th> <th colspan="3">Average Quiz Passes</th> </tr> <tr> <th>All</th> <th>PP</th> <th>NPP</th> <th>All</th> <th>PP</th> <th>NPP</th> <th>All</th> <th>PP</th> <th>NPP</th> <th>All</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>1992</td> <td>302</td> <td>1692</td> <td>9</td> <td>9</td> <td>9</td> <td>1686</td> <td>244</td> <td>1444</td> <td>8</td> <td>7</td> <td>8</td> </tr> <tr> <td>Y8</td> <td>1314</td> <td>248</td> <td>1062</td> <td>6</td> <td>7</td> <td>6</td> <td>1181</td> <td>215</td> <td>962</td> <td>5</td> <td>6</td> <td>5</td> </tr> </tbody> </table> <p>Student Cohort Numbers: Y7-235 PP- 36 Y8- 234 PP- 39</p> <p>This demonstrates that this system has been successful at promoting a reading culture for PP students who have been specifically targeted for support and encouragement, with PP students developing skills and literacy widely applicable to the rest of their curriculum.</p>		Total Titles Read			Average Titles Read			Total Quizzes Passes			Average Quiz Passes			All	PP	NPP	All	PP	NPP	All	PP	NPP	All	PP	NPP	Y7	1992	302	1692	9	9	9	1686	244	1444	8	7	8	Y8	1314	248	1062	6	7	6	1181	215	962	5	6	5	75	Very successful. To continue and expand in to 2017-2018	£3000
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Name	Description	Impact	No. Students	Developments	Cost
Other academic strategies					
EDCL	EDCL Qualification	Year 11: <ul style="list-style-type: none"> 20 PP students did the ECDL 14 of these students achieved a Distinction or a Distinction* (A/A*). The other 6 students all achieved Merits. 	20	No longer a DFE recognised qualification in 2017-2018	£3500
My Science program	Computer adaptive programme.	Year 11: <ul style="list-style-type: none"> 54% of Core/Additional students achieved A*-C that were PP (70.7% Non-PP). All three PP students doing Triple award achieved A*-C. 	31	More emphasis to be placed on using this program for current year 11 and linking this to exam style work booklets to complement online materials. Grades marginally higher than mock exams but greater monitoring of programme usage and clearer tracking needed to ensure maximum usage of the system	£1600
Equipment/ Guides					
D + T Materials		Year 11: <ul style="list-style-type: none"> All 10 students doing GCSE Food, DT Resistant Materials and Electronics achieved a C+ on their coursework, created with the use of the paid for materials. 	10	All PP pupils to be given the materials required.	£782

Name	Description	Impact	No. Students	Developments	Cost
KS3 Ingredients Food Tech	Every pupil to be provided with the appropriate ingredients for Food Tech.	Year 7: <ul style="list-style-type: none"> PP average achieving Expected progress 84.15%. Non PP 83.17% 	102	All PP pupils to be given the materials required.	£340
		Year 8: <ul style="list-style-type: none"> PP average achieving Expected progress 63%. Non PP 87% - area for focus 			
		Year 9: <ul style="list-style-type: none"> PP average achieving Expected progress 83%. Non-PP 96% 			
Bespoke careers advice	PP students prioritised for bespoke careers interviews and prioritised for Careers visits to colleges and Apprenticeship providers.	Impact for Y11: all PP students onto post-sixteen education or training. No NEET students as of October 2017.	Y11: 31 Y10: 32	In addition to successes this year, link Y11 PP students to 6 th Form mentors to raise aspirations to do A-level courses.	£5000

Name	Description	Impact	No. Students	Developments	Cost
Other: These provisions have intrinsic value to the academic and pastoral success of the students but there is no definitive quantitative measure.					
Music Lesson	Music lessons with external teacher	Working towards external examinations	12	Continue to 2017-2018	£3850
Trips	Various trips to support the academic progress of students	Provide pupils with a wider learning experience	20	Continue to 2017-2018	£353
TlR Post holder	PP lead to work alongside DHT for Standards to oversee and develop strategies and evaluate successes.	Monitored by senior management as part of staff review process	All	New PP lead in 2017-2018	£8000
Transport	Transport home to enable PP students out of immediate vicinity to access after school support and be transported home	Access to after school support improved.	30	Continue to 2017-2018	£3309
Resources, revision guides, uniform extra tuition	All PP pupils are provided with revision guides and staff are able to access funds to support the learning of pupils where necessary with additional materials, uniform and additional tuition.	See table on results	31	Packs of revision to be provided for PP students in Y11	£5500
Breakfasts/food	Resources provided for some students	Non-quantifiable	35	To monitor through Heads of House and tutors to establish need	£80
Poverty Proofing Audit	Audit from Children North East to ensure that the school is Poverty proofed and made as accessible as	Clear audit, action plan and full staff training to ensure that the school's existing strengths are developed and	All	Action plan to be implemented and monitored every 6 months	£3000

	possible for students and reduces barriers	built upon to improve the experiences for all students who have existing barriers to attending or learning.			
After-school homework club	Sessions run for KS4 and KS3 to ensure that students (PP prioritised) are given access to computers for <i>Show my homework</i> and homework support through a member of staff and Sixth Formers. Overseen by TLR post-holder	30+ students accessed this on a weekly basis (78 sessions in total)	30+	To be re-modelled for 2017-2018 using Show my Homework logs to identify greatest need and to directly invite students via calls/letters to parents.	£3950
IT/Laptop resources	Laptop bought for student with difficult circumstances alongside other software	Non-quantifiable, but improvements in ability to complete course related tasks	3	To be continued as appropriate	£270
External Counselling Service and internal counsellor	To support the well-being of the pupils	The actual impact is very difficult to statistically quantify, but all student voice from these students has indicated that they have felt supported with a range of emotional and social issues which were barriers to their attendance and learning and this support is invaluable in this regard.	7 PP students (100+ cumulative one-hour sessions)	To be continued as appropriate	£3,815
Middle leader/Pastoral/SLT support	Middle leader/Pastoral/SLT support for PP students via additional support meetings/interventions	Tracking of Pupil Premium students and bespoke interventions, helping to inform other strategies above.	170	To be continued as appropriate	£12,000

2017-18 Plan

Summary information 2017-18

School	Eggescliffe School				
Academic Year	2016-17	Total PP budget	£129, 030		Date of most recent PP Review
					Sep 2017
Total number of pupils	1177	Number of pupils eligible for PP	Year 11	32	Date for next internal review of this strategy
			Year 10	42	
			Year 9	42	
			Year 8	41	
			Year 7	30	
			Total	187	
					Dec 2017

In school Barriers

A.	For 2016-2017 Attainment 8: 42.00 For 2016-2017 Achievement progress 8: -0.59.
B.	KS3 eligible for PP are making less progress than non PP
C.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across KS4

External Barriers

D.	Attendance for PP students in 2016/2017 was 91.8% and there were issues with persistent absenteeism at 24.6% for PP students.
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Desired outcomes for 2017/2018

		<i>Success criteria</i>
A	Achievement : 0.00 for Progress 8 for PP students	Mock results Summer exam results
B	Improved rates of progress across KS3 for all pupils eligible for PP.	PP students in each year group in KS3 to achieve 80% Expected Progress. Reviewed at each data capture to track progress
C	Improved rates of progress across KS4 for PP high ability pupils.	Target 40% 4 levels of progress for high ability PP
D	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP by 5%. Overall attendance among pupils eligible for PP to improve from 91% to closer to other (95.5%).

Intended provisions for 2017-2018

Provision	Description	Intended impact measure	Rationale	Key Stage
Re-modelled appraisal system	Staff appraisals remodelled for classroom teacher, middle and senior leaders to ensure that performance of Disadvantaged given greater emphasis and will determine pay progression.	To ensure Quality First Teaching addresses the achievement gap and further raises the profile and importance of Disadvantaged students.		KS3, 4 and 5
Day by day tracking of behaviour and attendance	New reporting system to ensure PDF bespoke reports are sent to DHT everyday with concerns over behaviours for KS4 (homework, class work, etc). These are then tackled within 24 hours. This is also being modelled through reporting to HOHs and Y11 and Y9 students of concern are reporting to Senior leaders every week with all of their books to check on progress.	Measured through fortnightly attendance and achievement logs for every year group sent through to Head teacher and Deputy Head teacher for Standards and Achievement.	Assessment information informing where to apply greatest priority	KS3 & KS4
Weekly actions for concern students	DHT and PP lead meeting weekly to assess behaviour logs and instigate immediate actions for concern students, such as immediate home visits for major concern students.	Weekly logs to be assessed to assess subsequent reductions in problems.	Assessment information informing where to apply greatest priority	KS3 & KS4
1 to 1 tuition	Maths tuition with external tutor	Departmental Tlr post holder to monitor and review at 6 week intervals. The pupils involved will be fluid depending on individual need. Every data capture will be used to measure impact.	EEF- Moderate impact based on extensive research	3 & 4
Sound training	Short intensive phonics program to improve literacy across the curriculum	All pupils are assessed at the start and the end of the program	Northumbria University Research data	3
ARROW	Computer program displays a piece of text at an appropriate level, anywhere from a single letter to a short paragraph. Pupils then repeat the word back.	English assessment data is used by the HLTA's to determine the success and the future interventions.		3
Poverty Proofing	School Day Audit to support school to identify and overcome the barriers to learning that children and young people face.	This will direct an accurate action plan to support the needs of all pupils, as well as regular evaluation via the organisation and through whole staff training.	Children North east Projects.	3 & 4
Additional Literacy support from TA's	Extra literacy support before school for targeted students and others wishing to access extra support.	Average ATL scores to be assessed at the end of the year. Regular assessments in English to be monitored and used to determine the appropriate response.		4

Tutorial/ registration maths	Maths intervention during tutorial. Targeted group in response to the recent assessments	6 weekly assessment to review progress of students.	Data from assessments	4
Booster classes- Easter / Spring bank	Booster classes targeted at PP students in the last few weeks leading up to the exam	End of year results		4
Accelerated reader	Computer-adaptive tests that incorporate learning progressions to bridge assessment and instruction. A guided independent reading programme that motivates students to read for pleasure.	Pupils reading age measured at the start, 4 months and 8 months.	Research based on the improvements made using this programme	3
Mymaths/Maths watch tasks	Online resource. Used for KS3 and 4 after all assessments to provide personalised plans	TlR post holder to assess impact after each data capture.	Previous experiences using this programme as a homework tool	3 & 4
College courses in Construction and catering	GCSE equivalent qualification	Results	This will enable students to not only improve their open group qualifications but also frees up additional time for taught Maths, English and Science in school	4
My GCSE Science	Online resource. Used for KS3 and 4 after all assessments to provide personalised plans	Regular evaluation of frequency of pupil usage and current grades at data capture.		4
After school provision	Facility for students to access both IT and academic support. Managed by staff and assisted by sixth form leaders.	Regular analysis of show my homework data will demonstrate pupils are completing all homework set. Reduction in homework logs.	EEF- Extending the school day	3 & 4
Equipment and guides	All PP students to be provided with ingredients and materials required for practical subjects. Revision guides provided where subject leaders feel it necessary.	Summer results	DFE Guidance report July 2014	3 & 4
CIAG	All PP students prioritised for careers advice.	No pupils of NEET status	DFE Guidance report July 2014	4