

Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the **2024 to 2025 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	Eckington School
Number of pupils in school	1164
Proportion (%) of pupil premium eligible pupils	30.6% (323/1054 eligible Y7 -11)
Academic year/years that our current pupil premium strategy plan covers	2024/25 2025/26 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	R.Cronin Headteacher
Pupil premium lead	Ben Shore Assistant Headteacher
Governor / Trustee lead	J.Wormleighton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£304,425
Recovery premium funding allocation this academic year	£0
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	£304,425

Part A: Pupil premium strategy plan

Statement of intent

When creating the Eckington Pupil Premium Strategy, we recognise the importance of considering the context of the school and the subsequent challenges that these pupils face. We have used research-based evidence by the Education Endowment Foundation (EEF) and recognised literature (such as 'Addressing Educational Disadvantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuation issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'.

As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes. We will adopt the tiered approach set out by the EEF and improve whole school teaching and learning to ensure the greatest impact on our PP cohort.

The key principles of our strategy:

- Promote an ethos of outstanding achievement for all
- Individualised approach to cater for needs
- High quality teaching – rather than bolt-on strategies
- Decisions based on data and respond to evidence
- Strategic staffing to work with disadvantaged students
- Early intervention - Targeting both KS3 and KS4
- Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff.

The EEF strategy is clear that in order to make the biggest difference, it is essential that focusing on fewer strategies will be more effective and have a greater impact than attempting too many.

Challenges

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

Challenge number	Detail of challenge
1	The progress of the PP students cohort lower than that of the non-PP cohort.
2	Historically lower attendance of the PP students cohort than that of the non-PP cohort.
3	Proportionally higher behaviour points of PP students compared to non-PP students
4	Reading age of PP students compared to non-PP.
5	Consistently high quality first teaching in all classrooms led by a cohesive leadership team
6	Ensuring PP students engage with wider-curricular opportunities and experience culture capital.
7	Identification and staff awareness of PP students and their individual needs

Intended outcomes

This 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.

Intended outcome	Success criteria
Quality first teaching in all classrooms, considering principles of effective classroom practice	QA process identifies that all students experience lessons that enable at progress to be made. Good practice is shared and championed across the school.
Pupil Premium students' progress improves in all year groups	Progress data for Y10 and Y11 shows a narrower/narrowing gap. The difference between PP KS3 students attainment compared to targets is comparable to non-PP students.
Attendance gap of PP students and non-PP students to reduce. PP attendance to be in line with national average (3 year plan)	Attendance of PP students to be in line with national average
Increase the number of PP students accessing enrichment opportunities and educational visits.	Tracking of extra-curricular sessions used to prioritise and direct PP students to engage. Enrichment opportunities offered to PP students first.

	<p>PP students will have socio-economic barriers removed to support the development of skills essential for curriculum on offer.</p>
<p>Increased focus and awareness of PP students by all teachers and form tutors within school.</p>	<p>Clear lines of communication within school regarding PP students. PP cohort clearly identified on seating plans and targeted questioning is directed towards these pupils. Regular contact made home by form tutors. Pupil Premium a standard item in departmental meetings. High engagement of PP parents at school events such as parent evenings.</p>

Activity in this academic year 2024-25

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: £152,213

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thinking Reading and 'Thinking school'	<i>Whole School Literacy strategy implemented from Sept 2024. Evidence based and includes CPD and training. Supported by Education Endowment Foundation research</i>	1,4,5
Appointment of Senior Leader to oversee PP strategy	<i>Appointment of Senior Leader to oversee PP strategy Successful schools 'have clear, responsive leadership.' DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice' EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.</i>	1,5,6
Quality first teaching supported by additional CPD for teachers, and regular CPD for support staff. Insets, Twilights and Online National College CPD.	<i>EEF Using Pupil Premium Guidance states that the quality first teaching is one of the key elements in students making progress. Eckington School has an inclusive and aspirational curriculum offer that enables all our students to be challenged and to succeed. To maintain this breadth of offer, a significant contribution from the pupil premium funding is used. Ongoing evaluation informs planning and priorities</i>	5,7

Appointment of whole school literacy coordinator. (Seconded Senior leader)	<i>EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Oral language interventions - +6 months impact</i>	4
Targeted Literacy and Numeracy Interventions	<i>EEF Teaching and Learning Toolkits states that Teaching Assistant Academic Mentoring can have an impact of +4 months on student progress.</i>	1,4,7

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

Budgeted cost: £76,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Period 6 catch-up and revision session for Y11	<i>EEF Toolkit – Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The EEF found that when delivered in small groups, this can result in +4 months of extra progress,</i>	1,5,7
SEN Teaching Assistants	<i>Teaching assistants to support the learning needs of SEN pupils. TAs provide support individual pupils with SEN or small groups of SEN pupils, as well as in class support. There is evidence that working with TAs can lead to improvements in pupils’ attitudes, and to positive effects in terms of teacher morale and reduced stress. Whilst in-class support provides less of an impact on the progress of pupils (1 month of progress), research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between 3-5 additional months of progress a year.</i>	1,7
National Tutoring Programme	<i>Core subject provision through the NTP has supported learners to develop skills and understanding that supports achievement. EEF Teaching and Learning Toolkits states that small group tuition can have an impact of +4 months</i>	1,4,7
Technology Support for students with limited access to computers	<i>EEF Digital technology (2019), Published 16 August 2021</i>	6
Removing Financial Barriers surrounding	<i>EEF Using Pupil Premium Guidance states removing of barriers to learning is a key element in</i>	1

equipment (including uniform), and resources, such as revision guide/calculators	<i>making progress. The research undertaken by 'A New Direction' illustrated the importance of cultural and arts opportunities to support the wider learning of pupil premium students.</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £76,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Strategy with PP focus	<i>A team of Attendance Officers are employed. Attendance Officer to closely monitor all PP students' attendance, build relationships with families and implement strategies where needed. DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. "Overall absence had a statistically negative link to attainment." Attendance mentoring – with a focus on PP</i>	2
Pastoral Support Assistants and Pastoral Mentor	<i>Team of non-teaching specialist staff who oversee behaviour and attendance in each year group. Addressing behaviour and attendance is a key NFER building block. Success with disadvantaged pupils requires effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management.</i>	2,3,7
Early Help Team & Counselling	<i>2 Family Support Workers and their supervisor. Early help, also known as early intervention, is support given to a family when a problem first emerges. Parental engagement was found by the EEF to be of high impact. The UK Government found that early intervention can eliminate or</i>	1,7

	<i>reduce costly and damaging social problems.</i>	
Alternative Provision	<i>Specialist Off-site provision for our most vulnerable students. KRS education and Real Education</i>	2,3,7
Safeguarding Officer	<i>The Safeguarding Officer works with individual children and their families and provides support to the pupils who might be having difficulties regarding child protection, social and learning skills, as well providing support to the whole family including signposting to other services.</i>	1,3,7
Careers education and Work experience	<i>We hold the Gold Careers Mark- the DfE found that a wide range of socio-economic factors results in disadvantaged pupils being 5 times less likely to enter university than their more advantaged peers. The DfE also recommended that schools employ specialist, knowledgeable staff with specific responsibility for university access, building relationships and visits with universities.</i>	6
School driver to encourage extra-curricular engagement.	<i>Pledges in planner to encourage extra-curricular engagement. Research by ‘A New Direction’ shows the importance of cultural and arts opportunities to support wider learning of PP students. EEF – Arts Participation - +3 Months EEF “think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.”</i>	6
Transition	<i>‘Head start program’ - Vulnerable & Disadvantaged students have an extended transition into Secondary school, to ensure success in Yr7.</i>	4,7
Funding <u>all</u> or at least subsidise Educational Trips and visits for PP students to ensure that no student	<i>The research undertaken by ‘A New Direction’ illustrated the importance of cultural and arts</i>	2,6,7

<i>is excluded from any opportunity by financial constraints.</i>	<i>opportunities to support the wider learning of pupil premium students. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.</i>	
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Total budgeted cost: £304,425

Part B: Review of outcomes in the previous academic year

Pupil Premium funding budget allocations 2023-24

Total Pupil Premium Funding received	£327,284 Pupil Premium £40,238 Recovery Premium Total = £367,522
Allocated:	Total = £367,522
Teaching and Learning	£69,448
Academic Support	£138,892
Wider Strategies	£159,182

Pupil premium strategy outcomes 2023-24

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

Our 23/24 GCSE results show that there is still an attainment gap between our Pupil Premium and Non-Pupil Premium students (0.77 SPI gap) in line with national trends. Nonetheless, our Pupil Premium strategies from last year have a long term, whole school focus and this should filter down to this years' Y11s and have a greater impact on future year groups. Our drive to increase the enrichment offer for PP students has benefitted all students in the school. 419 pupils partook in either a lunchtime or afterschool sporting and non-sporting enrichment last year. Of these, 101 are pupil premium students which represents >35% of this cohort. Given our barriers such as pupils needing to get the bus home and 40-minute lunchtime, when it essential to have their free school meal, the enrichment offer has exposed these pupils to skills/experiences and cultural capital that they may not usually have had the opportunity to take.

Externally provided programmes

Programme	Provider
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Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not reported separately n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

N/A