

Pupil Premium Strategy Statement 2019-20

A. Summary Information	
School: Eskdale School, Stainsacre Lane, Whitby, North Yorkshire, YO22 4HS.	
Academic Year: 2019/2020	Total PP budget: £99, 651
	Date of most recent review: September 2019
	Date for next review: March 2020
Total number of students (% of the whole school cohort) Year 7: 100 (19.9%) Year 8: 103 (20.5%) Year 9: 94 (18.7%) Year 10: 107 (21.3%) Year 11: 98 (19.5%) Total: 502	Number of students eligible for PP (% of the year group) Year 7: 24 (24%) Year 8: 25 (24.2%) Year 9: 25 (26.5%) Year 10: 19 (17.7%) Year 11: 15 (15.3%) Total: 108 (21.5% of school)
	Attendance (students ineligible for PP) Overall attendance: 95.1% (95.1% girls and 95% boys) Authorised: 3.9% Unauthorised: 1%
Statement authorised by: Andy Fyfe	
Pupil Premium lead: Jane Bradley	
Governor lead: Pen Cruz (until February 2020)	

B. Previous Attainment (2019 cohort)				
	Students eligible for PP: (21 students)	Collaboration Data (and gap):	Students ineligible for PP: (71 students)	Collaboration Data (and gap):
4+ in both English and maths	42.9% (9 students)	64% (-21.1%)	56.3%	64% (-7.7%)
5+ in both English and maths	14.3% (3 students)	42.2% (-27.9%)	36.6%	42.2% (-5.6%)
7+ in both English and maths	0% (0 students)	-11.1% (-11.1%)	5.6% (4 students)	11.1% (-5.5%)
Progress 8 score average	-0.673	-0.018 (-0.655)	-0.133	-0.018 (-0.115)
Attainment 8 grade average	3.50	4.66 (-1.16)	4.28	4.66 (-0.38)
Ebacc 9-5	14.3% (3 students)	36.7 (-22.4 %)	8.5% (6 students)	15.1% (-6.6%)
Positive Progress 8 English	35% (7 students)	48.6 % (-13.6 %)	45.6% (31 students)	48.6% (-3.0%)
Positive Progress 8 Maths	25% (5 students)	48.9 % (-23.9 %)	52.9% (36 students)	48.9% (4%)
Positive Progress 8 Ebacc	35% (7 students)	48.7 % (-13.7 %)	55.9% (38 students)	48.7% (7.2%)
Positive Progress 8 Open	20% (4 students)	52.8 % (-32.8 %)	39.7% (27 students)	52.8% (-13.1%)

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C. Current Predicted Attainment (2020 cohort)			
	Students eligible for PP: (21 students)	Students ineligible for PP: (71 students)	Gap:
4+ in both English and maths	46.7% (7 students)	62.2% (51 students)	15.5%
5+ in both English and maths	20% (3 students)	43.9% (36 students)	23.9%
7+ in both English and maths	13.3% (2 students)	18.3% (15 students)	5%
Progress 8 score average	-0.752	0.033	-0.785
Attainment 8 grade average	3.90	4.57	-0.67
Ebacc 9-5	0% (0 students)	6.1% (5 students)	6.1%
Positive Progress 8 English	25% (3 students)	53.8 (42 students)	-28%
Positive Progress 8 Maths	25% (3 students)	67.9 (53 students)	-42.9%
Positive Progress 8 Ebacc	25% (3 students)	57.7% (45 students)	-32.7%
Positive Progress 8 Open	41.7% (5 students)	55.1% (43 students)	13.4%

D. Barriers to Future Attainment
In-school barriers:
1. The need to improve quality first teaching and raise expectations for all.
2. Low levels of literacy, particularly regarding basic skills, including reading and writing.
3. Low self-esteem and confidence.
4. Student and parent engagement.
5. Low aspirations.
External barriers:
F. Attendance rates for students eligible for PP is: 93.3% (5.6% authorised; 1.2% unauthorised)
G. Local environment (seasonal and illegal youth employment), plus high holiday rate during term time.

E. Strategy Overview
Wave 1: Teaching priorities
Wave 2: Targeted support
Wave 3: Wider strategies

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F. Strategy Aims for Disadvantaged Students		
Aim:	Target:	Target Date:
Progress 8	To achieve a Progress 8 score of -0.423.	August 2020
Attainment 8	To achieve an Attainment 8 score of 4.66.	August 2020
% Grades 5+ in both English and maths	For 42.2% to achieve grade 5+ in both English and maths.	August 2020
Attendance	For the attendance rate to be 96%.	July 2020
Behaviour	For disadvantaged students to make up fewer than 24% of the total number of exclusions in the academic year.	July 2020

G. Desired outcomes	Success criteria:	Cost:
<ul style="list-style-type: none"> Improved rates of progress for PP students across KS3 and KS4. Quality first teaching for all students. Establishment of a Teaching and Learning Team to model best practise and lead CPD All students by to secure 8 or more GCSEs, including English and Maths, by the end of Year 11. Staff continue to have high expectations for all disadvantaged students. This is reflected through the curriculum choices, lesson planning and students' behaviour and attitude to learning. Accelerate levels of attainment and progress of disadvantaged students, with a renewed focus on middle and higher attaining students. (Wave 1) 	<p>The difference between advantaged and disadvantaged student attainment is significantly reduced.</p> <p>The curriculum accessed by all, allowing students to succeed and become more independent learners. Staff will have the highest expectations of students, as evidenced through the work of the T&L team.</p> <p>Improved quality of feedback for disadvantaged students.</p> <p>All disadvantaged students to remain on roll and attending on site, throughout Year 11.</p> <p>Staff access and engage with appropriate, high-quality CPD, in and out of school.</p>	£14,700
<ul style="list-style-type: none"> Ensure extra-curricular access and opportunity for disadvantaged students. 	<p>Musical instrument tuition provided for students who have experienced historic financial hardship, but are currently not receiving Free School Meals.</p>	£4,550

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<ul style="list-style-type: none"> Use extra-curricular opportunities and learning resources as a method of engaging, challenging and supporting disadvantaged students. (Wave 3) 	<p>Funded places to attend trips and sporting events are offered.</p> <p>Staff organising trips have received training, which included a focus on ensuring the representation of financially disadvantaged children. An 'Eskdale Experience' passport will be produced, alongside the Enrichment Lead.</p> <p>Workbooks, revision guides and cooking ingredients provided, removing barriers to full engagement with learning experiences.</p>	
<ul style="list-style-type: none"> Improved behaviour for learning. (Wave 1) Targeted groups of particularly hard-to-reach Year 11 boys identified for 1:1 mentoring and additional intervention. (Wave 2) Improved self-esteem, confidence and mental well-being. (Wave 3) 	<p>Use of on-site educational provision with specialist teachers, to give additional support. The Behaviour Room has been repurposed and developed into a Student Support Room, which is permanently covered by a rota of teaching staff, who work alongside the occupants with the aim of engaging and forging a relationship, whilst supervising the revision, or other meaningful work. Over time, we will get to know those students who most need to access this facility and this will enable us to provide bespoke support to our most disengaged and vulnerable students, whilst allowing them to remain in full-time education, on-site, maximising their chances of leaving with five good passes at GCSE.</p> <p>Revision resources, including core subject study guides and workbooks, have been purchased. All staff have been briefed on the room's change of use. A member of staff has been assigned to mentor the group and monitor their progress.</p> <p>Appointment of Assistant Head Teacher to develop strategies to target vulnerable students, with a focus on raising attendance and improving well-being.</p> <p>Continuing to fund Whitby Underground, the local counselling service providing tailored support for struggling students.</p>	£27,500
<ul style="list-style-type: none"> Improved links with parents. (Wave 3) 	<p>Pastoral team proactively monitor the response to parents' evenings invitations and other key events, working with administration staff to maximise engagement.</p> <p>Introduce Key Stage 4 evenings with parents, revision sessions and core revision packages.</p>	£2,000

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	Prioritise parental and community engagement by allocating it as part of a UPS responsibility.	
<ul style="list-style-type: none"> Improved aspiration: recognise the value of education, to create a more secure future. (Waves 1, 2 and 3) 	<p>Host intervention programmes covering the entire curriculum, coordinated by AHT for data, the Data Officer and the Head of Year 11, targeting hard-to-reach students who require additional support in both social and academic aspects of learning.</p> <p>Re-establish the careers programme, prioritising the disadvantaged students in each Year group to improve aspirations and keep students on track.</p> <p>Every disadvantaged student to be interviewed about their learning journey, by a trusted advocate. Responses will be recorded as a Pen Portrait booklet, which can be shared with teaching staff. The profile of disadvantaged students will be raised. Students will be increasingly positive about their learning. Staff will understand what motivates individuals, the support they feel they need and how they learn best. Teacher planning will reflect this in-depth knowledge of students.</p>	£15,000
<ul style="list-style-type: none"> Increased attendance rates for students eligible for PP. (Waves 1, 2 and 3) 	<p>With the permanent appointment of our Attendance AHT to proactively target, track and support vulnerable students, we lose fewer learning days to poor attendance. Attendance support (admin) is in role to monitor and support on a daily basis.</p>	£22,000

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<ul style="list-style-type: none"> • Improve literacy across the school, including addressing the gaps in basic skills (even with higher/middle ability students with strong SATs results). • Bring reading ages in line with chronological ages. (Wave 1 and 2) 	<p>NGR literacy tests are administered to all students, which provides an accurate reading age. This broad filter indicates which students require further Probe Testing and pinpoints precise areas that need to be targeted through further intervention.</p> <p>Thinking, Reading adopted as the primary literacy programme. Students make rapid progress.</p> <p>Data is shared more readily with staff at key points throughout the year, to raise awareness of literacy needs, which will be used to inform planning.</p>	<p>£9,000</p>
<ul style="list-style-type: none"> • Establish an alternative programme of study to compliment the mainstream curriculum, to maximise engagement. (Wave 2) 	<p>Registration to the AQA Unit Award Scheme is purchased. A HLTA is upskilled and received AQA training to oversee the scheme. A pilot scheme is established with a small number of current Year 10s. The number of students transferring to external alternative provision is reduced. Students are self-motivated and have increased ownership over their education and direction of study.</p>	<p>£1,760</p>

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<ul style="list-style-type: none">• Students' basic needs are met. (Wave 3)	<p>Make up the shortfall in the cost of a school meal, for any child who is eligible. They are more likely to focus on their studies and do not need to worry about feeding themselves for one meal a day.</p> <p>Uniform and equipment purchased where none is provided.</p>	£3,141
		£99, 651

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H. Monitoring and Implementation		
Area:	Challenge:	Mitigating Action
Wave 1: Teaching priorities	Ensuring enough time is given to allow for staff professional development.	Use of INSET days. Additional cover provided by SLT.
Wave 2: Targeted support	Ensuring enough time for the provision of Thinking, Reading.	Key staff are trained and given time in their teaching timetables to work with students 1:1.
Wave 3: Wider strategies	Ensuring the profile of our disadvantaged students remains high, whilst acknowledging their individual needs, without contributing to unnecessary staff workload.	AHT with responsibility for disadvantage to take responsibility for the administration of the Pen Portraits and delivering updates in staff briefings and scheduled training sessions. Data lead to provide up-to-date information after every data drop.

I. Review of expenditure				
Previous Academic Year				