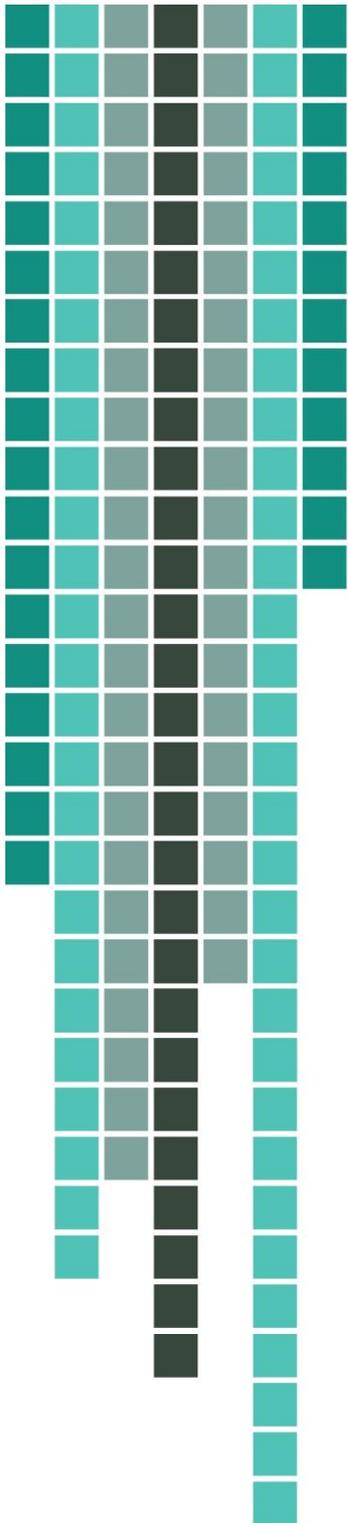




Eggar's School



PUPIL

PREMIUM

SEPTEMBER 2017

'Encouraging every individual to belong, to aspire, to achieve'

PUPIL PREMIUM

The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of Disadvantaged students and close the well documented and long standing attainment gap between them and their peers.

It is paid to schools according to the number of students who are registered as eligible for free school meals or who have been registered for a free meal at any point in the last 6 years, or have been in the care of the local authority for 6 months or longer.

The service premium is designed to support children with parents serving in the regular British Armed Forces.

In the last academic year the DfE replaced the term Pupil Premium in favour of Disadvantaged Students, although Eggar's have chosen to retain the original term of Pupil Premium.

Our Context

Eggar's is a mixed semi-rural comprehensive school with 878 students between 11 and 16. Our learners are characterised by having a wide breadth of attainment within each cohort.

The socio-economic background of most of our students is good. A significant minority however do not have some of the advantages of their peers. Currently just over 18% of our students are eligible for free school meals or have been registered as eligible for free school meals at any point in the last 6 years. We have 6 looked after children or children adopted from care and 12 students whose parents serve in the regular British Armed Forces.

The Funding

The Pupil Premium funding is used by the school to enable each of our students to belong, to aspire and to achieve, no matter what their socio-economic background or previous attainment. We provide a high quality school experience for all, aiming to close the gap between the outcomes of our most advantaged and our more disadvantaged students and, where necessary, provide targeted interventions enabling us to do this.

Our funding for the academic year 2016-17 was £105,000.00 and our budget for the coming year is £129,000.00

Students on Roll September 2017: 878

Children in Care (Or adopted from care)	6	0.68%
FSM + Ever 6	142	16.17%
Total Disadvantaged (C in C+ FSM+ Ever6)	148	16.85%
Service Children	12	1.36%
Total Pupils Premium (Disadvantaged + Service)	154	18.22%

How we use the funding to support all of our students to belong, aspire and achieve.

We know our individual students very well. The process of getting to know them begins with a thorough, integrated transition from primary school. The Pupil Premium fund enables our most vulnerable students to receive extra support for transition, additional planning meetings and visits to school. All students are also invited to attend 2 days of activities in the summer holiday and funding is available to enable this. Peer mentors are provided to enable the new year 7s to find their feet, while the experience of supporting their younger peers helps many older students feel valued and included.

We are provided with excellent data from our primary feeders and we build upon this with thorough baseline assessments, including Lucid tests to assess reading, comprehension and spelling. CAT tests are also used to help us know our students' potential. Once known, we plan interventions for those who need to catch up. Interventions include a Year 9 Academic Mentor reading programme for year 7 pupils, small group interventions and one to one support. We also encourage a lifelong love of reading with silent reading once a day for all students. Maths too is at the core of the curriculum and, to support students in the development of their numeracy, we have introduced Times Tables Rock Stars and Numeracy Ninjas to encourage students to learn their times tables in lower school.

A small number of our KS4 students attend link courses to enable them to have a bespoke curriculum. Those attending Sparsholt College are provided with additional adult support and free transport for their college day. These students have a bespoke curriculum, with a dedicated middle leader allocated to guide and monitor their progress and inclusion throughout KS4. We provide excellent continual professional development for our teaching staff. 100% of all graded lesson observations in the last academic year were good or outstanding. Quality first teaching is a given at Eggar's.

The most recent Education Endowment Foundation research supports our philosophy that excellent written and verbal feedback is one of the most effective strategies in a teacher's toolkit to enable students to make better progress, and we have accordingly allocated 'making weeks' in our whole school calendar for departments to take quality time to mark and moderate students' work. Attendance is crucial to school performance and we employ an inclusion mentor and manager to support and encourage excellent attendance. With our Pupil Premium students achieving over 89% attendance last year this will remain a priority into 2018. To further encourage attendance and a sense of belonging we have introduced The Eggar's Experience to promote students' engagement in the wider curriculum and local community. Included in The Eggar's Experience are two club nights running every 4 weeks which currently offers 38 different activities for students to experience including art, film, cycling, code, photography and STEM clubs, Young Enterprise and rock band workshop, table tennis and many others.

Funding is also available for educational trips and international visits, and Pupil Premium students' inclusion in such events is actively encouraged and closely monitored. We believe a lifelong love of music, dance, drama and sport needs to be nurtured in our young people and we therefore offer additional Pupil Premium funds to support and encourage wherever necessary. This has led to the school funding music lessons and instruments, academic and creative subjects' equipment. We provide a school uniform grant and funding for free school lunches and breakfast for those in need. The school considers every request for additional funding and/or support. It is a given that Pupil Premium students will be provided with revision guides and materials. We work closely with outside agencies to promote attendance, wellbeing and progress. We make a contribution to the Alton Buckle to enable families in need to have access to family and/or behaviour support. We have a service level agreement with Hampshire Educational Psychology Service to enable us to better support and understand our learners.

To give all our students better access to the curriculum, both in school and at home, we have purchased a home licence for Read and Write Gold. The Show My Homework portal on the school website is to encourage all parents and carers to engage with their child's education and the ePraise portal enables parents and carers to join with the school in celebrating their child's successes and achievements. All students receive one to one careers advice and guidance and our more vulnerable students have an additional interview with a member of the Leadership team, as another layer of support and guidance for the crucial GCSE option decision making. Our vulnerable students receive this advice and guidance as a priority.

Year 7 literacy and numeracy catch-up premium funding

This academic year the school has received £6,783 in additional funding for year 7 literacy catch up support.

English	Pupils	% of cohort	Autumn GL English Assessment Average SAS Score	Summer GL English Assessment Average SAS Score
<85	4	2.73%	81.75	85.25
86 – 90	9	6.16%	89.22	92.10
91 – 95	15	10.27%	92.53	95.00

Interventions

We have employed an additional English teacher one day per week to make provision for additional literacy intervention, along with small group reading intervention in the mornings. There is teaching assistant support in English and maths classes to enable the teacher to focus on the weaker students. A maths teacher has very recently undertaken training with Hampshire Educational Psychology service in the teaching of the PACE maths programme whereby pupils develop their metacognition to enable them to develop deeper understanding of mathematical concepts so they can use them to become independent problem solvers.

Year 11 Disadvantaged Achievement

Levels of progress in English and Maths

	3 Levels of Student %			4 Levels of Student %	
	Disadvantaged	Non Disadvantaged		Disadvantaged	Non Disadvantaged
English					
2015	55.0	82.7		21.0	36.7
2016	78.6	87.4		28.6	50.3
2017	40.0	64.3		15.0	41.9
Maths					
2015	60.0	85.5		35.0	41.3
2016	77.0	83.0		15.4	44.1
2017	25.0	64.0		37.6	20.0