

## **EBS Pupil Premium Strategy Statement / Three Year Plan School Overview**

<b>Metric</b>	<b>Data</b>
School name	East Barnet School
Pupils in school	1424
Proportion of disadvantaged pupils	22.5%
Pupil premium allocation this academic year	£262,000
Academic year or years covered by statement	2020-2023
Publish date	September 2020
Review date	April, July 2021
Statement authorised by	C. Hunt - Acting Headteacher
Pupil premium lead	H. Seckleman/A. Felsenstein
Governor lead	Scott Harrison

**Pupil Premium Performance Overview for Last Academic Year, 2019 (in brackets, 2018) and Targets**

Progress 8	-0.24 (-0.67)
Attainment 8	43 (38)
Percentage of Grade 5+ in English and Maths	35% (21%)

Aim	School 2019	Target 2021	Target 2022	Target 2023	Non-PP 2019	National non-PP 2019
Progress 8	-0.24	-0.02	0.05	0.13	0.04	0.13
Attainment 8	43	47	50	53	52.96	50
Percentage of Grade 5+ in E/M	35%	40%	45%	50%	62%	43%
% achieving 4+ in E/M	51%	60%	60%	65%	76%	72%
Ebacc % entering	49%	53%	55%	60%	57.52%	44%
Ebacc outcomes 5+	14%	20%	35%	40%	33.33%	45%
Ebacc outcomes 4+	30%	32%	40%	45%	46.30	29%
In Education, Employment and Training	89% (2017) After 2 terms	91%	93%	96%	95% (average)	96%
KS5 - Level 3 APS	C/30	C/31	35	38	C+35.41	C+33.58
KS5 - ALPs - at target	81% at ALPs target	85%	90%	95%	n/a	n/a
KS5 - progress	+0.18	+0.2	+0.22	0.25	n/a	0
KS5 completion of main study prog.	82.8%	84%	88%	93%	92.5% (cohort)	92.4%

Aim	School 2019	Target 2021	Target 2022	Target 2023	Non-disadv 2019	National Non-disadv 2019
Attendance	89.67%	91%	92%	93%	95.14%	95.5%
IEC	See internal - data	n/a	n/a	n/a	n/a	n/a
Exclusions – permanent (% of total exclusions and number)	100% 3	0	0	0	0	n/a
Exclusions – fixed-term (% of total exclusions and number)	43% 62	35%	30%	25%	82 (57%)	n/a

### Three Year Priorities

- To improve the progress of PP students at KS4.
- To improve the literacy and numeracy of targeted students.
- To improve the attendance of PP students.
- To strengthen the engagement of PP students and families.

### Teaching Priorities for Academic Year, 2020-2021

Measure	Activity
<p><b>Priority 1</b> To improve the progress of PP students</p>	<ul style="list-style-type: none"> <li>- To ensure the progress of PP students is a high priority for all staff, for example, through the work of the Teaching and Learning Working Group and the PP Working Party.</li> <li>- To share effective practice to accelerate the progress of PP students through CPD, e.g. literacy across the school and Developmental Drop-Ins – ensuring consistency in teaching and learning.</li> <li>- To evaluate, post-lockdown, levels of attainment and gaps in learning, in order to develop strategies to allow ‘catch-up’ – this will involve a new ‘recovery curriculum’ in all subjects to ‘close the gap’.</li> <li>- To give access to revision guides to all Year 10 PP students.</li> <li>- To provide laptops, and where needed, Wi-Fi access, to PP students during any period of ‘isolation’ or ‘lockdown’.</li> <li>- To track the progress of PP students in order to put in place interventions to accelerate their progress.</li> </ul>
Barriers to learning these priorities - Accelerating the progress of D/A	<ul style="list-style-type: none"> <li>- Impact of COVID-19, for example, on time lost, attendance and mental health and wellbeing.</li> </ul>
Projected spending	£100,000

### Targeted Academic Support for Current Academic Year

Measure	Activity
<p><b>Priority 1</b> To improve the literacy and numeracy of targeted students, especially in the light of COVID 19</p>	<p>Literacy and numeracy interventions at KS3:</p> <ul style="list-style-type: none"> <li>- Reading programme in form time.</li> <li>- Root word of the week.</li> <li>- Small English classes, nurture groups, in Year 7 - Ruth Miskin classes x2- one lesson a week.</li> <li>- Year 8 - Ruth Miskin classes x2 – 1 lesson a week.</li> <li>- Intervention literacy/numeracy groups, Year 8 - 2 groups, one lesson a week: 2 in Year 9, one lesson.</li> <li>- ‘Let’s think in English’- literacy programme.</li> <li>- New ‘Exact’ English tests to focus on specific needs.</li> <li>- Ruth Miskin training to impact in small literacy groups.</li> <li>- Year 11 ‘Catch-Up’ sessions.</li> </ul>

	<ul style="list-style-type: none"> <li>- Small Maths classes/numeracy groups in Year 7 x2.</li> <li>- Extra 5<sup>th</sup> group in Years 9, 10 and 11.</li> <li>- 'Hegarty Maths' - Years 7-10</li> <li>- 'Mathswatch' KS4 - Year 11.</li> <li>- Target KS4 students with SEND needs and who are PP.</li> </ul>
Barriers to learning these priorities address	Impact on attendance and motivation of COVID-19.
Projected spending	£71,500

### Wider Strategies for Current Academic Year

Measure	Activity
<p><b>Priority 1</b></p> <p>To improve the attendance of PP students</p>	<ul style="list-style-type: none"> <li>- External consultant to review school practice, including legal proceedings</li> <li>- Visit other schools</li> <li>- Whole-school 'attendance tracker' to be embedded</li> <li>- Whole-staff refresher CPD on improving attendance</li> <li>- Weekly monitoring by form tutors</li> <li>- Weekly monitoring with Associate Deputy Headteacher and Attendance Officer and Heads of Year</li> <li>- Fines-persistent lateness</li> <li>- Refresh all staff with wider strategies</li> </ul>
<p><b>Priority 2</b></p> <p>To strengthen the engagement of PP students and families</p>	<ul style="list-style-type: none"> <li>- Increase the engagement of PP students, e.g. through interventions and extra-curricular activities – COVID-19 permitting.</li> <li>- Support from school counsellors.</li> <li>- Support from the newly created 'hub' to support emotional health and well-being – extra resources allocated in the light of COVID-19.</li> <li>- Support to promote positive behaviour.</li> <li>- Work with Leeds Beckett University on mental health.</li> <li>- Increase the engagement of families, e.g. through having a home/school Family Liaison Officer.</li> </ul>

	<ul style="list-style-type: none"> <li>- Working to improve barriers to disadvantaged parents/carers attending consultation evening – to increase engagement, e.g. through provision of laptops, and dongles.</li> <li>- Interventions such as ‘Equine Therapy’ for targeted KS3 students.</li> <li>- Participation in the Brilliant Club to improve engagement of KS3 PP students and raise aspirations.</li> </ul>
Barriers to learning these priorities	<p>COVID-19 for attendance.</p> <p>Finance to support a home/school Family Liaison Officer.</p>
Projected spending	£90.800

## Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development on effective teaching strategies.</p> <p>COVID-19</p>	Flexibility with regards to cover to give staff time for CPD, hence newly allocated weekly slot on a Wednesday. Use of INSET days and additional cover being provided by cover supervisors.
Targeted support	<p>Ensuring enough time for school to assess impact of intervention strategies at KS3 for literacy and numeracy.</p> <p>COVID-19</p>	Time to be given to PP leads, SENCO and KS3 Maths lead to evaluate impact.
Wider strategies	<p>Engaging the families facing most challenges and to support good attendance during very challenging times.</p> <p>COVID-19</p>	<ul style="list-style-type: none"> <li>- Whole-school responsibility for attendance using new tracker system.</li> <li>- Develop in-school home/liaison officer.</li> <li>- Strengthen contact with home, as during the lockdown.</li> </ul>

**Review: Last Year's Aims and Outcomes – 2019-20**

Aim	Outcome
Improved attendance for disadvantaged students and narrowing the gap in attendance between disadvantaged and non-disadvantaged students. Persistent absence reduces to national average and the gap between PP and non-PP narrows to 3%.	To March 2020/lockdown – PP attendance was 91.17% and non-PP 95.68% - a gap of 4.51% - not 3% but down from 5.47%.
There are improved rates of progress for KS4 disadvantaged students and the gap has narrowed with non-disadvantaged students. Increase in the % of D/A students, especially the more able, on track to reach their KS4/KS5 targets. Where they are not, departments put in place interventions to accelerate their progress, monitored by HODs and SLT.	n/a (CAG data only available)  n/a  n/a
Engagement of PP students, and their families, in their learning, supporting personal development, health and wellbeing. Positive feedback from students and families. More involvement of PP families in school life. More engagement of PP students in school life.	<ul style="list-style-type: none"> <li>- Positive feedback from some families, e.g. Raising Achievement Programme in Year 7. Still more engagement of PP families needed – see priority for 2020-2021.</li> <li>- Very positive feedback from individual families on the support received during the COVID lockdown (see 2020 'review of support' document during COVID lockdown).</li> </ul>
Developing higher levels of literacy and numeracy, e.g. for Year 7 PP students. Students eligible for PP make more progress by the end of the year in achieving their literacy targets; evidenced by reading and comprehension data, e.g. Year 7 small groups.	<ul style="list-style-type: none"> <li>- Teachers reported good progress with the targeted students in small groups. Baseline assessment carried out, but COVID-19 lockdown prevented end of year assessment being made, in order to assess progress. This will remain a priority for 2020-21.</li> </ul>