

EBS Pupil Premium Strategy Statement / Three Year Plan

School Overview

YEAR 1 (2020-2021)

Metric	Data
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 2019/20	Target 2021/22	Target 2022/23	Target 2023/24	Non-PP 2019/20	National non-PP 2019/20
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 2019/20	Target 2021/22	Target 2022/23	Target 2023/24	NDA 2019/20	National NDA 2019/20
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>Priority 1 To improve the progress of PP students</p>	<ul style="list-style-type: none"> - 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. - 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. - 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'. - To give access to revision guides to all Year 10 PP students. - To provide laptops, and where needed, Wi-Fi access, to PP students during any period of 'isolation' or 'lockdown'. - To track the progress of PP students in order to put in place interventions to accelerate their progress.
Barriers to learning these priorities - Accelerating the progress of D/A	<ul style="list-style-type: none"> - Impact of COVID-19, for example, on time lost, attendance and mental health and wellbeing.
Projected spending	. £100,000

Targeted Academic Support for Current Academic Year

Measure	Activity
<p>Priority 1 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"> - Reading programme in form time. - Root word of the week. - Small English classes, nurture groups, in Year 7 - Ruth Miskin classes x2- one lesson a week. - Year 8 - Ruth Miskin classes x2 – 1 lesson a week. - Intervention literacy/numeracy groups, Year 8 - 2 groups, one lesson a week: 2 in Year 9, one lesson. - 'Let's think in English'- literacy programme. - New 'Exact' English tests to focus on specific needs. - Ruth Miskin training to impact in small literacy groups. - Year 11 'Catch-Up' sessions.

	<ul style="list-style-type: none"> - Small Maths classes/numeracy groups in Year 7 x2. - Extra 5th group in Years 9, 10 and 11. - 'Hegarty Maths' - Years 7-10 - 'Mathswatch' KS4 - Year 11. - Target KS4 students with SEND needs and who are PP.
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>Priority 1</p> <p>To improve the attendance of PP students</p>	<ul style="list-style-type: none"> - External consultant to review school practice, including legal proceedings - Visit other schools - Whole-school 'attendance tracker' to be embedded - Whole-staff refresher CPD on improving attendance - Weekly monitoring by form tutors - Weekly monitoring with Associate Deputy Headteacher and Attendance Officer and Heads of Year - Fines-persistent lateness - Refresh all staff with wider strategies
<p>Priority 2</p> <p>To strengthen the engagement of PP students and families</p>	<ul style="list-style-type: none"> - Increase the engagement of PP students, e.g. through interventions and extra-curricular activities – COVID-19 permitting. - Support from school counsellors. - Support from the newly created 'hub' to support emotional health and well-being – extra resources allocated in the light of COVID-19. - Support to promote positive behaviour. - Work with Leeds Beckett University on mental health. - Increase the engagement of families, e.g. through having a home/school Family Liaison Officer.

	<ul style="list-style-type: none"> - Working to improve barriers to disadvantaged parents/carers attending consultation evening – to increase engagement, e.g. through provision of laptops, and dongles. - Interventions such as ‘Equine Therapy’ for targeted KS3 students. - Participation in the Brilliant Club to improve engagement of KS3 PP students and raise aspirations.
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"> - Whole-school responsibility for attendance using new tracker system. - Develop in-school home/liaison officer. - Strengthen contact with home, as during the lockdown.

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

Aim	Outcome
<p>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%.</p>	<p>To March 2020 (start of Lockdown) – PP attendance was 91.17% and non-PP 95.68% - a gap of 4.51% - not 3% but down from 5.47%.</p>
<p>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.</p>	<p>The outcomes were based on Teacher Assessment (Centre Assessed Grades). The progress of DA students was significantly improved on the previous year. The P8 was -0.02 compared to -0.24 in 2019/20.</p>
<p>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.</p>	<ul style="list-style-type: none"> - 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. - Very positive feedback from individual families on the support received during the COVID lockdown (see 2020 'review of support' document during COVID lockdown).
<p>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.</p>	<ul style="list-style-type: none"> - 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.

EBS Pupil Premium Strategy Statement / Three Year Plan

School Overview

YEAR 2 (2021-2022)

Metric	Data
School name	East Barnet School
Pupils in school	1459
Proportion of disadvantaged pupils	22.9%
Pupil premium allocation this academic year	251,000
Academic year or years covered by statement	2020-2023
Publish date	September 2021
Review date	April, July 2022
Statement authorised by	L Swaine (Headteacher)
Pupil Premium lead	F Hurst (Deputy Headteacher)
Governor lead	Scott Harrison

Pupil Premium Performance Overview for Academic Years, 2021* and 2020* (in brackets, 2019) and Targets

Progress 8	2021 = +0.01	2020 = -0.02	(-0.24)
Attainment 8	2021 = 43.8	2020 = 46.58	(43)
Percentage of Grade 5+ in English and Maths	2021 = 36%	2020 = 43%	(35%)

Aim	School 2020/21*	Target 2021/22	Target 2022/23	Target 2023/24	Target 2024/25	Non PP 2020/21	National Non-PP 2020/21
Progress 8	+0.01	+0.05	+0.10	+0.15	+0.20	+0.52	Not Available
Attainment 8	43.8	45.0	50.0	55.0	60.0	59.03	Not Available
Percentage of Grade 5+ in E/M	36%	40%	45%	50%	55%	69%	Not Available
% achieving 4+ in E/M	66%	70%	75%	80%	85%	87%	Not Available
Ebacc % entering	30.36%	30.36%	40%	45%	50%	42.78%	Not Available
Ebacc outcomes 5+	14.29%	20%	25%	30%	35%	31.11%	Not Available
Ebacc outcomes 4+	21.43%	25%	30%	35%	40%	38.89%	Not Available
In Education, Employment and Training	100%	100%	100%	100%	100%	100%	Not Available
KS5 - Level 3 APS	B-/36.27	B	B+	B+	A-	B	Not Available
KS5 - ALPs - at target	82%	85%	87%	90%	93%	77.5%	Not Available

KS5 - progress	+0.9	+0.95	+0.97	+1.0	+1.2	+0.87	Not Available
KS5 completion of main study prog.	82.8%	85%	90%	95%	97%	95.24%	92.4%
Aim	School 2020/21	Target 2021/22	Target 2022/23	Target 2023/24	Target 2024/5	NDA 2020/2021	National NDA 2020/2021
Attendance	88.3%	91%	92%	93%	94%	93.1% (All)	
IEC (DFL)	59 IECs 42%	40%	35%	30%	25%	82 IECs 58.2	Not Available
Exclusions – permanent (% of total exclusions and number)	0	0	0	0	0	0	0.06% (2020)
Exclusions – fixed-term (% of total exclusions and number)	29 FTE 41.4%	35%	30%	25%	20%	41 FTE 58.6%	3.76% (2020)

*All data based on Teacher Assessment (Centre Assessed Grades)

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, 2021-2022

Measure	Activity
<p>Priority 1 To improve the progress of PP students</p>	<ul style="list-style-type: none"> - To make Disadvantaged students a school priority and for Deputy Headteacher to lead on PP - To raise the importance of meeting the needs of DA (including PP) students through whole school INSET - To ensure that DA students are central to all CPD planned and delivered at EBS - To share effective practice to accelerate the progress of DA students through the school's Developmental Drop In (DDI) programme which all teaching staff are committed to through Performance Development target. - To share half termly updates with staff about the progress of DA students via staff bulletin - To make DA students the focus of DDIs in the spring term - To analyse post-lockdown levels of attainment and gaps in learning, in order to develop effective strategies to allow 'catch-up' – this will involve a new 'recovery curriculum' in all subjects to 'close the gap'. - To provide revision guides to all Year 10 PP students in every subject - To provide access to knowledge organisers in preparation for KS4 assessments - To provide laptops, and where needed, Wi-Fi access, to DA students during any future period of 'isolation' or 'lockdown' and to provide in school access to computer facilities beyond lesson time. - To track the progress of PP students (after every data drop) in order to put in place interventions to accelerate their progress. - To identify underachieving PP students in Y11 and Y13 and to put in place subject interventions to be agreed at Raising Achievement meetings (RAMs) in autumn term. - To identify more able PP students and provide opportunities for stretch and challenge in and beyond lessons. - Launch the Forget-Me-Not Friday revision programme to be delivered during form time to all Y10 and Y11 form groups - To provide a range of clubs e.g. Hegarty Homework Hub and generic Homework clubs on a regular basis for DA/ PP pupils to attend - To develop the library as the heart of the school providing a quiet space during and after school for reading and homework completion. - To extend the opening hours of the 6th form study area as a quiet space for independent learning for DA students. - To explore opportunities to open the library for DA students in the holidays - To carry out a homework audit to identify the barriers to independent learning for DA/ PP students
<p>Barriers to learning these priorities - Accelerating the progress of D/A</p>	<ul style="list-style-type: none"> - Impact of COVID-19, for example, on time lost, attendance and mental health and wellbeing.

Projected spending	£100,000
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Targeted Academic Support for Current Academic Year

Measure	Activity
<p>Priority 1 To improve the literacy and numeracy of targeted students, especially in the light of COVID 19</p>	<p>To develop literacy and numeracy at KS3:</p> <ul style="list-style-type: none"> - Y7 weekly Guided Reading programme in Form Time to be extended to Y8 - Weekly Etymology (Word Root of the Week) programme to be delivered to Y7, 8 and 9. - Small English classes, nurture groups, in Year 7 - Ruth Miskin classes x2- one lesson a week. - Year 8 - Ruth Miskin classes - Intervention literacy/numeracy groups, Year 8 and 9 - 'Let's think in English'- Y8 metacognition programme - Provide Phonics training for English Faculty - New 'Exact' standardised testing to be undertaken at the start and end of KS3 to measure progress accurately - Ruth Miskin training to impact positively in small literacy groups - Small Maths classes in Y7. - Weekly numeracy sessions for Y7 – 9 in Form Time - Secure engagement in National Tutoring programme <p>To develop literacy and numeracy at KS4 and 5</p> <ul style="list-style-type: none"> - Year 11 'Catch-Up' sessions per subject - Extra 5th group in Years 10 and 11. - 'Hegarty Maths' - Years 7-10. Engagement to be monitored centrally by SLT - 'Mathswatch' KS4 - Year 11. - In class support for KS4 SEND students who are also DA. - Ensure DA students are well presented in Speak Out Challenge in Y10 - Resit groups created for GCSE autumn entry in Maths and English - Weekly Maths intervention for 5 x Y13 students - Weekly Maths intervention for Higher/ Foundation borderline students x 2 groups - Engage in National Tutoring programme

	<p>School wide approach to literacy</p> <ul style="list-style-type: none"> -To ensure all students carry a book with them at all times and encourage use of library to borrow them. -To allocate the first 10 mins of every cover lesson to silent reading -To generate classroom display that is literacy focussed and cross curricular.
Barriers to learning these priorities address	Impact on attendance and motivation of COVID-19.
Projected spending	£70.000

Wider Strategies for Current Academic Year

Measure	Activity
<p>Priority 1</p> <p>To improve the attendance of PP students</p>	<ul style="list-style-type: none"> - Whole-school 'attendance tracker' to be embedded and used by all Form Tutors - Training provided on the role of a form tutor - Weekly monitoring of attendance by Form Tutors – every absence actioned - Weekly monitoring with Deputy Headteacher and Attendance Officer and Heads of Year - Pastoral support for students with a persistent lateness record - Y11 (to extend to Y10) 2 x monthly attendance meetings with students - Continued employment of EWO (2 days a week) to work with Persistent Absentees and their families - To provide help with equipment and uniform to remove barrier to school attendance - To provide a free breakfast for all DA students on a daily basis from 8am – 8.30am - Explore the opportunity for a 'one stop shop' for DA students
<p>Priority 2</p> <p>To strengthen the engagement of PP students and families</p>	<ul style="list-style-type: none"> - Increase the engagement of PP students, e.g. through interventions and extra-curricular activities - Support from school counsellors. - Support from the newly created 'Student Hub' to support emotional health and well-being – extra resources allocated in the light of COVID-19. - Support to promote positive behaviour. - Work with Leeds Beckett University on mental health. - Increase the engagement of families, e.g. through having a home/school Family Liaison Officer. (Y8 target group)

	<ul style="list-style-type: none"> - Tracking of DA attendance at Consultation Evenings with follow up communication to identify barriers to attending - Interventions such as 'Equine Therapy' for targeted KS3 students. - DA participation in the 'Brilliant Club' to improve engagement of PP students and raise aspirations for Y8 students - To host a Curriculum Evening for all year groups to encourage families to come into school - To set up the Future Frontier programme with 20 current Y10 DA students - To subsidise trips to enable DA students to gain cultural capital. - To continue to host Consultation Evenings online (via Teams) to improve attendance of PP students
Barriers to learning these priorities	<p>COVID-19 for attendance.</p> <p>Finance to support a home/school Family Liaison Officer.</p>
Projected spending	£81,100

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Ensuring enough time is given over to allow for staff professional development on effective teaching strategies. COVID-19	Flexibility with regards to cover to give staff time for CPD. Allocated CPD weekly slot on a Wednesday 3 – 4pm. Use of INSET days and additional cover being provided by cover supervisors. Faculty lead CPD strategically planned for.
Targeted support	Ensuring enough time for school to assess impact of intervention strategies at KS3 for literacy and numeracy. COVID-19	Time to be given to PP lead, SENCO and KS3 Maths/ English lead to evaluate impact Exact Testing to be carried out at start and end of KS3 to enable impact to be measured more accurately. Improved tracking at KS3 at Faculty Level in development of KS3 database on BromCom.
Wider strategies	Engaging the families facing most challenges and to support good attendance during very challenging times. COVID-19	<ul style="list-style-type: none"> - Whole-school responsibility for attendance using new tracker system. - Develop in-school Family Liaison officer. - Strengthen contact with home through pastoral team.

Review: Last Year's Aims and Outcomes – 2020-21

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%.	PP attendance was 88.3% compared to 89.67 in the previous year. A slight decrease on the previous year but difficult to compare figures with the disruption to attendance caused by lockdowns and the requirement for students to self-isolate. Attendance remains a priority and the target this year is to improve on the figure achieved in 2019 rather than last year.

Aim	Outcome
<p>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.</p>	<p>The outcomes were based on Teacher Assessment (Centre Assessed Grades) for a second year in a row. The progress of DA students was slightly improved on previous year. The P8 was +0.01 compared to -0.02 in 2020 and significantly improved from -0.24 in 2019.</p>
<p>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.</p>	<p>Positive feedback from target group who worked with Family Liaison officer but only a small cohort of 6 Y7 families. More engagement of PP families needed – see priority for 2021-2022 with improved tracking of attendance at Consultation Evenings (now online).</p> <p>Positive feedback from students and families regarding lockdown provision.</p>
<p>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.</p>	<p>Teachers reported good progress with the targeted students in small groups. This will remain a priority for 2021-22.</p>