EBS Pupil Premium Strategy Statement / Three Year Plan
School Overview
YEAR 1 (2023-24)

Metric	Data
School name	East Barnet School
Pupils in school	1416
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£262,000
Academic year or years covered by statement	2023-2026
Publish date	November 2023
Review date	April, July 2024
Statement authorised by	R Lashley Allen – Acting Co-Headteacher
Pupil Premium Lead	
Governor Lead	Scott Harrison

Pupil Premium Performance Overview for Last Academic Year 2022-23 and Targets

Progress 8	-0.71
Attainment 8	40.1
Percentage of Grade 5+ in English and Maths	32%

Aim	School 2022/23	Target 2023/24	Target 2024/25	Target 2025/26	Non-PP (LA) 2022/23	National non-PP 2019/20
Progress 8	-0.71	-0.25	0	0.20	0.78	0.17
Attainment 8	40.1	45	50	55	60.9	50.2
Percentage of Grade 5+ in E/M	32%	37%	42%	47%	73%	52%
% achieving 4+ in E/M	65%	70%	75%	80%	86%	73%
Ebacc % entering	30%	35%	40%	45%	64%	43%
Ebacc outcomes 5+	5%	10%	15%	20%	40%	20%
Ebacc outcomes 4+	24%	28%	32%	36%	50%	28%
In Education, Employment and Training	93%	95%	97%	98%	96%	96%
KS5 - Level 3 APS	B- 36.23 (2021)				B+ 43.02 (2021)	B 38.55 (2021)

KS5 - ALPs - at target	N/A	N/A	N/A	N/A	N/A	N/A
KS5 - progress	N/A	N/A	N/A	N/A	N/A	N/A
KS5 completion of main study prog.	96%				94.4%	91.7%
Aim	**School 2022/23**	**Target 2023/24**	**Target 2024/25**	**Target 2025/26**	**Non-PP 2022/23**	**National PP 2022/23**
Attendance						
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	7.05
Suspension – fixed-term (% of total suspensions and number)	43% 62	35%	30%	25%	82 (57%)	0.10

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, 2023-2024

Measure	Activity
Priority 1 To improve the progress of PP students	- To ensure the progress of PP students is a school priority. - To raise the importance of meeting the needs of DA students through whole school INSET - To ensure that DA students are central to all CPL planned and delivered at EBS - To share effective practice to accelerate the progress of PP students through the school's Developmental Drop In (DDI) programme which all teaching staff are committed to - To make DA students the focus of DDIs in the spring term - To provide revision guides to all Year 10 PP students in every subject - To provide all Year 10 and 11 PP students with copied of the key texts for their English Literature exams - To provide access to knowledge organisers in preparation for assessments - To provide laptops, and where needed, Wi-Fi access, to PP students during any future period of 'isolation' or 'lockdown'. - To track the progress of PP students in order to put in place interventions to accelerate their progress. - To identify underachieving PP students in Y11 and Ever 6 Y13 and to put in place subject interventions to be agreed at Raising Achievement meetings (RAMs) - Provide a range of clubs e.g. Sparks Homework Hub and Homework clubs on a regular basis for DA 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 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 students
Barriers to learning these priorities - Accelerating the progress of D/A	- Ensuring attendance high so students can utilise the interventions.
Projected spending	.£100,000

Targeted Academic Support for Current Academic Year

Measure	Activity
Priority 1 To improve the literacy and numeracy of targeted students	To develop literacy and numeracy at KS3: - 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. - To provide Phonics training for English Faculty - Record students expected reading ages on Bromcom for staff - Small Maths classes/numeracy groups in Year 7 x2. - Extra 5th Maths group in Y9 (smaller classes) - To develop literacy and numeracy at KS4 and 5 - Year 11 'Catch-Up' sessions. - Extra 5th group in Years 10 and 11. - Sparx Reader to be introduced to 7-10 - Year 11 to have language based homework every week - 'Sparks Maths' - Years 7-11. Engagement to be monitored. - 'Mathswatch' KS4 - Year 11. - In class support KS4 SEND students who are also DA. School wide literacy - To deliver CPL for all staff regarding tier two and three vocabulary. Introduce word of the lesson across all departments in the school - To ensure all students carry a book with them at all times - To allocate the first 10 mins of every cover lesson to silent reading - Monitor the progress of the Read Aloud programme on Microsoft Teams during form time
Barriers to learning these priorities address	Accessibility of technology.

Projected spending	£71,500

Wider Strategies for Current Academic Year

Measure	Activity
Priority 1 To improve the attendance of PP students	- 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 Assistant Headteacher and Attendance Officer and Heads of Year - Fines-persistent lateness - 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
Priority 2 To strengthen the engagement of PP students and families	- 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 - Use of the school dog to help with social and emotional support - Tracking of DA attendance at Consultation Evenings with follow up calls 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. - To host a curriculum evening for all year groups to encourage families to come into school - To subsidise trips to enable DA students - Monitor the use of My Child at School (MCAS) app and support families to access it
Barriers to learning these priorities	Finance to support a home/school Family Liaison Officer.
Projected spending	£90.700

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Ensuring enough time is given over to allow for staff professional development on effective teaching strategies.	Allocated CPD weekly slot on a Wednesday 3 – 5pm. Use of INSET days and additional cover being provided by cover supervisors Faculty lead CPL strategically planned for.
Targeted support	Ensuring enough time for school to assess impact of intervention strategies at KS3 for literacy and numeracy.	Time to be given to SENCO, KS3 maths and English lead to evaluate impact. Data meetings held with Acting Co-Head/Assistant Head/Head of Year/Pastoral team attached to the year group after every report cycle to monitor impact and identify students who need additional support.
Wider strategies	Engaging the families facing most challenges and to support good attendance during very challenging times.	- Whole-school responsibility for attendance using new tracker system. - Develop in-school home/liaison officer. - Strengthen contact with home.

Review: Last Year's Aims and Outcomes – 2022-23

Aim	Outcome
Improved attendance for disadvantaged students and narrowing the gap in attendance between disadvantaged and non-disadvantaged students. Persistent absence	This target was met but there is still the need to improve the attendance in school between PP and non PP.

Aim	Outcome
reduces to national average and the gap between PP and non-PP narrows to 3%.	
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.	The outcomes have gone down slightly from 2019 (-0.65) did not improve last year compared. Exams have gone back to the 2019 standard. Discussion are to be had in department meetings to accelerate progress.
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.	- Positive feedback from some families from surveys. - Very positive feedback from individual families on the support received regarding students in the 'new' hub space.
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.	- Reading test are available to all staff to help with planning. - Excellent outcomes for those who were on the Brilliant Club programme - Good outcomes for those who received one-to-one tuition