

Eastbrook School

Pupil Premium Strategy Statement 2024 – 27

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Eastbrook School
Number of pupils in school (Secondary)	882
Proportion (%) of pupil premium eligible pupils	39.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Jamie Gibson, Headteacher
Pupil premium lead	Sameena Abbas
Governor / Trustee lead	Evelyn Carpenter

Funding overview

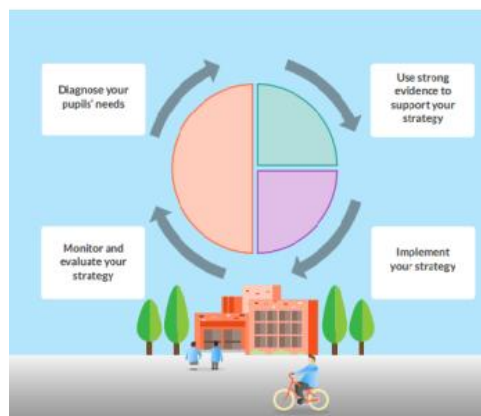
Detail	Amount
Pupil premium funding allocation this academic year (Secondary)	£362,250.00
Recovery premium funding allocation this academic year (Secondary)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (Secondary) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£362,250.00

Part A: Pupil premium strategy plan

Statement of intent

We have focused on a small number of priorities in areas that are likely to make the biggest difference, with a focus on effective implementation. Our evidence for these strategies is based on research by the Education Endowment Foundation: [The EEF Guide to the Pupil Premium | EEF](#)

We use a four-step approach



Our intention is that all pupils, irrespective of their background or the challenges they face, make good, sustained progress and achieve high attainment across the curriculum. As a school that celebrates character, we also recognise the importance of preparing all our pupils for future pathways and lifelong learning. This is based around our PROUD habits: Principled, Resilient, Open, Understanding and Disciplined.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including the gifted and talented. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We are also aware that many within our community have suffered during and since COVID and have experienced significant changes to their circumstances.

Quality First Teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We will also provide disadvantaged pupils with extra support to develop an independent lifestyle and gain social skills, whilst continuing to ensure that high quality guidance linked to character and further education/destinations is available to all.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Impact on learning due to repeat sanctions resulting in disadvantaged pupils being out of class more than non-disadvantaged pupils.
2	Attendance gap between disadvantaged students and non-disadvantaged students, in particular persistent absence.
3	Maintaining the improvement at closing gaps in Attainment and Progress between disadvantaged students and non-disadvantaged students
4	Disadvantaged students being able to access the curriculum by meeting the need for subject specific resources.
5	Career guidance for disadvantaged students resulting in increased entry into Ebacc and post 16 pathways.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To reduce the amount of time disadvantaged students, spend out of class due to repeat sanctions.	<ul style="list-style-type: none"> - Behaviour tracking data shows reduced gaps in disadvantaged students out of class due to sanctions compared to non-PP. - Increased proportion of positive PROUD points on school system for disadvantaged students.
To close the gap of disadvantaged students' attendance by working towards the attendance of non-disadvantaged students.	<ul style="list-style-type: none"> - Attendance tracking data shows improved attendance for disadvantaged students. - Overall school attendance to be at or above national average.
To continue the trend in closure of attainment and progress gap between disadvantaged students and non-disadvantaged students.	<ul style="list-style-type: none"> - Internal school tracking data shows improved attainment for disadvantaged students. - External national key headline measures show disadvantaged gap continues to close or has been closed.
To help Disadvantaged students access the curriculum by meeting the need for subject specific resources.	<ul style="list-style-type: none"> - Participation within lessons and independent learning. - Quality work produced which in turn results in improved outcomes.
To provide excellent age critical careers guidance so disadvantaged students make ambitious choices for Ebacc and for their post 16 choices	<ul style="list-style-type: none"> - Entry data for Ebacc - Destination data

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 220,150.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	<p>Pupil outcomes improve with effective CPD, this year the new CPD policy puts CPD strategy in the 'hands' of the departments, to plan what CPD is needed to achieve the overall department and school objectives.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	3
NQT and RQT retention	<p>A recent pilot study shows promising results in the effect of supportive programmes that enable retention of ECTs. There is a dedicated programme at Eastbrook that supports teachers in their NQT year and onwards into NQT+1.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support</p>	3
School-wide Learning and Teaching pedagogy	<p>The metacognition that is developed by having a school-wide approach to learning teaching enables students to develop skills in eventually evaluating their own learning experience. The impact can be +7 months.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1, 2, 3
Team teaching and/or smaller groups sizes	<p>Through the retention of specialist teachers in Maths, MFL and History, we offer team teaching and smaller class sizes, impacting the outcomes of disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,100.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One-to-one and small group tuition</i>	<p>One-to-one and small group intervention impacts +5 and +4 month respectively. Disadvantaged students are targeted for intervention in English and Maths during their form time and after school.</p> <p>MABLE intervention strategies. Raising the achievement of high ability PP students through targeted workshops and small group tuition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3
<i>Homework support clubs</i>	<p>Homework has a +5 month impact with pupils in secondary schools. Homework clubs provide a space in school for disadvantaged students who may not have that opportunity at home.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	3, 4
<i>Extended day</i>	<p>Extending the learning time for students ensures opportunity for depth and breadth coverage of the national curriculum.</p> <p>The extracurricular for Yr11 and Yr10 allows catch-up and an opportunity to develop confidence and progress at KS4.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	3
<i>Revision material</i>	<p>Material deprivation impacts students' progress in education. Free revision material and resources for all PP students allows effective learning outside of the classroom.</p> <p>EEF Attainment Gap Report 2018.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	4
<i>Holiday intervention</i>	<p>Providing opportunities for students during the school breaks to seek academic support.</p> <p>Targeted academic support EEF (educationendowmentfoundation.org.uk)</p>	3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance welfare officer</i>	<p>The improving school attendance guidance shows that clear and affective structures can improve attendance and persistent absence.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	2
<i>School Councilor</i>	<p>Targeted interventions have good evidence of enhancing young people's social and emotional skills and reducing symptoms of depression and anxiety in the short term.</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	1, 4
<i>Trips and clubs</i>	<p>Participation in extra-curricular clubs can improve pupil engagement across the curriculum. The EE research shows that for Arts related trips and clubs, there is an impact on literacy and mathematics amongst other areas of the curriculum. Arts participation EEF (educationendowmentfoundation.org.uk)</p>	4
<i>Post 16 guidance</i>	<p>Aspiration intervention can range from different approaches, though exposing children to new opportunities raises aspiration which is often attributed to improved attainment.</p> <p>Eastbrook provides clear targeted career guidance around post 16 to enable students to make their own aspirational goals.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<i>Behaviour support, Pastoral Team and THRIVE</i>	<p>Behaviour intervention seeks to improve attainment by improving engagement in learning.</p> <p>Specific programmes such as THRIVE support students with specific behaviour issues.</p> <p>Pastoral Team supports the creation of a general school ethos and one-to-one behavioural therapy.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<i>Character Education</i>	<p>Our Character Education programme is a Social and Emotional learning (SEL) intervention by design. Our school led approach to building a positive school ethos supports students to engage in learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<i>Alternate provisions</i>	<p>Reducing challenging behaviour in school helps reduce variety of behaviours which impact learning for all.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 2

<i>Uniform and equipment</i>	Although this intervention has low impact, this allows disadvantaged students to participate as active participants in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	1, 2, 3
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

To reduce the amount of time disadvantaged students, spend out of class due to repeat sanctions

The reduced suspensions and the number of Proud Points for PP is an indicator of the impact of key strategies aimed to increase time and engagement in class.

Intended outcome	Success criteria
To reduce the amount of time disadvantaged students, spend outside of class due to repeat sanctions.	Behaviour tracking data shows reduced instances of disadvantaged students being out of class due to sanctions. Increased proportion of positive PROUD points on school Arbor system for disadvantaged students.

September 2023- 7 PP Suspensions	26 Days lost to suspension
September 2024 - 3 PP Suspensions	9 Days lost to suspension

PP PROUD Points 2023	1271
PP PROUD Points 2024	3282

To close the gap of disadvantaged students' attendance by working towards the attendance of non-disadvantaged students.

Intended outcome	Success criteria
To close the gap of disadvantaged students' attendance by working towards the attendance of non-disadvantaged students.	Attendance tracking data shows improved attendance for disadvantaged students. Overall school attendance to be at or above national average.

The gap between PP students and non-PP students still exists, however the attendance gap and persistence absence gap are showing to be improving in 2024_25 academic year compared to 2022_23 and 2023_24 academic years.

This illustrates the work of the Inclusion Team and Eastbrook's commitment to a strategic approach to attendance.

Attendance %	22/23	Term 1: 23/24	Term 1: 24/25
PP PA rate	59.7%	37%	25%
NPP PA rate	40.99%	23.84%	15%
PP Att. EBK	83.46%	87.39%	89.8%
NPP Att. EBK	89.07%	92.30%	94.3%

To continue the trend in closure of attainment and progress gap between disadvantaged students and non- disadvantaged students.

Intended outcome	Success criteria
To continue the trend in closure of attainment and progress gap between disadvantaged students and non-disadvantaged students.	Internal school tracking shows evidence of improved attainment for disadvantaged students. External national key headline measures show disadvantaged gap continues to close or has been closed.

Although the starting point for both PP and non-PP students was similar in terms of KS2 scaled scores, the gap has grown in a few key areas between the two groups, indicating that compounding factors have grown the gap of progress made by PP and non-PP students.

However, PP students maintained their P8 score at -1.08 from 2023 to 2024, showing stability in their progress compared to the national expectations. This suggests that, while there are areas for improvement, their progress did not decline further despite other challenges.

The Ebacc APS for PP students was 2.96 in 2023 and 2.47 in 2024. Although there was a decrease, the Ebacc APS remains close to the 2023 level, indicating that PP students are still performing relatively consistently in a core academic range. This is a positive indicator for those continuing to take the Ebacc subjects, as it shows some stability in their attainment.

To include disadvantaged students in enrichment activities across the curriculum.

Intended outcome	Success criteria
To include disadvantaged students in enrichment activities across the curriculum.	School website provides further information on a whole host of enrichment activities. MABLE events promoted in school to raise aspirations.

The school website catalogues trips, clubs and other enrichment activities. [Enrichment - Eastbrook School](#)

To provide excellent age critical careers guidance so disadvantaged students make ambitious choices for Ebacc and for their post 16 choices

Intended outcome	Success criteria
To provide excellent age critical careers guidance so disadvantaged students make ambitious choices for Ebacc and for their post 16 choices	Entry data for Ebacc Parental engagement Careers events and opportunities

2023 -Year 12 Biology and Chemistry PP students	2024- Year 12 Biology and Chemistry PP students
15%	23%

Working with families has been a key element when supporting students to make ambitious choices at GCSE and beyond with pupils and families provided with knowledge and understanding of the GCSE process. A strategic approach to working with families at critical stages in the academic year has supported pupils to make sound and ambitious choices at GCSE and beyond.

Additionally, PP students have benefited from one-to-one support with the school careers advisor which has allowed students to make informed choices on post-16 options.

Externally provided programmes

Programme	Provider
Therapy/counselling	THRIVE
Enrichment and access to curriculum	Evolve
Attendance programmes	Arbor additional package
Literacy	Bedrock Literacy assessment online
Baseline assessment	CAT4
Speech and Language Screening	Speech and Language Link
Active Hub	Pearson EDEXCEL
Unifrog	
SISRA Data Analysis	