



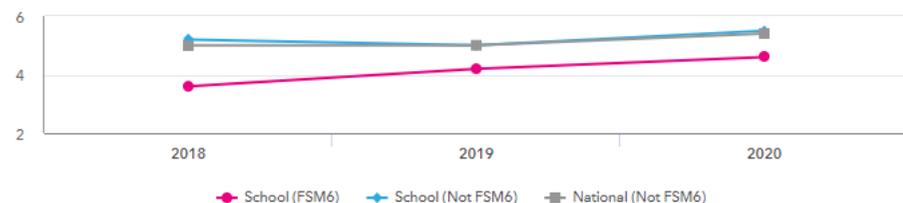
Pupil premium strategy statement (secondary)

1. Summary information					
School	Esher High Church of England School			SLT Lead	Ben Allin
Academic Year	2020/21	Total PP budget	£189040	Date of most recent PP Review	October 2020
Total number of pupils	1143	Number of pupils eligible for PP	184 = 16.1%	Date for next internal review of this strategy	December 2020

2. Current academic attainment and progress (based on 2019/20 GCSE results **CAGs) – FFT Dashboard/DfE Analysis

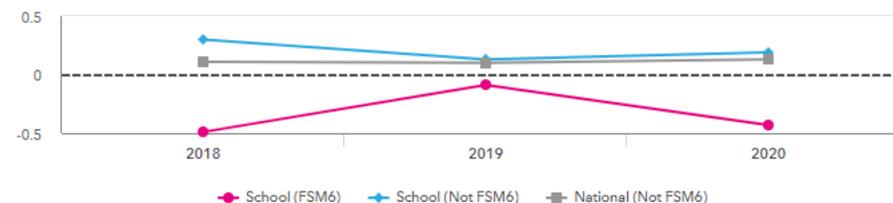
KS4 attainment for disadvantaged pupils 2020

Attainment 8 (Overall) DFE ▼



KS4 progress for disadvantaged pupils 2020

Progress 8 (Overall) DFE ▼



Attainment & progress

Pupils		Attainment			Progress				
		FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap		
Summary	All Pupils	34	180	4.6	5.5 ↑	-0.9	-0.43	0.19 ⊕	-0.62
	Male	16	89	4	5.1	-1.1	-1.07	-0.18	-0.89
	Female	18	91	5.2	5.9	-0.7	0.06	0.57	-0.51

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Students unable to independently identify their next steps / reflect on learning processes (BCO/BAL)
B.	Students have poor literacy skills across KS3/KS4 (LBS)
C.	Students with poor aspirations / not seeing themselves as able to achieve as well as their non-PP peers (SLT)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 91.45% (Oct 2020) below the school target for all children of 95.48% (Oct 2020) (SJY)
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
	Success criteria
A.	Students develop resilience in their learning in class and at home.
	Teachers know their students well and cater for their needs e.g. PP students seating carefully considered / near positive role model(s).
	Teachers have built up a range of personalised approaches, so they have positive relationships which each PP child they teach / tutor.
	Teachers have a range of in-class approaches that enable students to reflect on their learning process and unpick the steps to success (INSET).
	Teachers attitudes and mindset towards building the success of PP students is challenged and alternative approaches to teaching and learning considered through staff INSET
	Each department and teacher has a planned revision strategy and set of approaches for their students at KS3 and KS4 (all staff use this approach and its posted online).
B.	Increase literacy levels of students at KS3 through morning reading group or referral to 1:1 or small group literacy interventions.
	Increase students' vocabulary through use of ERIC, LANA and use of key words across all subject areas.
	Accelerated Reader test results. Entry and exit data for Interventions
	Monitoring of KS3 in class ERIC (LBS/MPR) Monitoring of KS3 and KS4 morning ERIC and spell tests (LBS/MPR).
	Each department and teachers have a planned key words strategy for each topic they teach (this is communicated at the start of the topic via PLC/Knowledge organiser). This is also included in revision materials.
	Use of online platforms (Satchel:One / Edulink One, Teams etc.) used to help students literacy levels improve at subject level
C.	All staff actively promote PP students in all aspects of school life.
	Teachers and Tutors know their PP students e.g. interests / quirks.

	<p>All staff actively reward PP students in all aspects of school life.</p>	<p>HOYs seek ways to celebrate the achievement of their PP students e.g. sports, academic effort</p> <p>SLT and other Middle Leaders seek out PP students to take up key roles within the school e.g. Sports roles, Senate, Tour Guides, Reading Coaches and so on.</p> <p>Heads PA to ensure student tour letter to parents in place to celebrate success- C19, H&S considerations</p> <p>All staff to add on Achievement Points (3 per lesson)- SDE.</p> <p>All staff to send department-based reward postcards home for one off excellence or following summative assessments.</p> <p>Regular referrals for excellence to SLT link line managers, so EHS postcards can be sent home.</p> <p>Staff to focus on positive contact with home by making phone calls (or emails) at least once a week- INSET training.</p> <p>Restructuring of student leadership provides opportunity for PP students to take an influential role/provide student voice</p>
<p>D.</p>	<p>Increase attendance rates for pupils eligible for PP in line with the target for all children of 96%.</p>	<p>Attendance for disadvantaged is 96% or better.</p>

5. Planned expenditure

Academic year

£189000

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all (A).

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the Progress 8 figure for PP	Support Quality first teaching	Quality first teaching which support our PP students to do their best.	Additional staffing INSET training	BCO	Summer 2021
Increase the Progress 8 figure and student engagement.	Provide training on Rosenshine's principles of instruction. INSET Day-refocus and embed. T&L Development Group to provide a range of ideas based on their research group findings (Sep – Dec 2020) Increased use of online platforms and strategies for 'flipped learning'	EEF Toolkit Grades Metacognition & Self-regulation as the top strategy for increasing students' attainment. Covid-19 response-uncertainty of 'regular school routine' and review of engagement post lockdown	-T&L lesson observations/HoD progress review monitoring. - Use of INSET/Twilight time to give staff sufficient time to develop these strategies. - HoY involvement in promoting revision. - Feedback via T&L Reviews. - Each department has a planned approach to revision for KS3 and KS4 e.g. PLC, Knowledge Organiser, Key words list, subject specific revision approaches.	BCO/HoDs BCO, T&LDG All Staff HoYs LMs/HoDs BCO/HoDs	Summer 2021 December 2020 Summer 2021

Increase student engagement in home learning.	Maintain use of Teams and introduce EduLink One for increased parental engagement in supporting students' independent learning.	Effective home learning can lead to students on average gaining five months' additional progress (EEF Teacher Toolkit).	Review engagement by year group in each term. Write to students' parents accordingly, flag to tutors/HoY.	AKI/SMA	HoDs to monitor quality of home learning.
	Increase parental engagement with students learning.	Some parents might not have a laptop/PC but they will have smart mobile to access the free EduLink One App	Hold parent info 'coffee morning' or similar to inform how to use free app/sign on, support their children.	BAL/MBR	QA across the school.
	Use Homework support in The Hub to increase submission rates. 'Hub Club'	Afterschool club provided	Link monitoring into Student Wellbeing via SIMs. Continue to have LSAs support 'Hub Club' after school	SMA	
Increase literacy through reading and spellings for our PP students.	Increase literacy levels of students at KS3 through morning reading group or referral to 1:1 or small group literacy interventions.	Students who have higher reading fluency and more diverse vocabularies are able to access the curriculum fully.	Accelerated Reader test results. Entry and exit data for Interventions	LBS/SMI/BSM MPR	AR tests – termly.
	Increase students' vocabulary through use of ERIC, LANA and use of key words across all subject areas.		Monitoring of KS3 in class ERIC (LBS/MPR). Monitoring of KS3 and KS4 morning ERIC and spell tests (LBS/MPR). ACP to detail planned key words strategy for each topic they teach (this is communicated at the start of the topic via PLC/Knowledge organiser). Also needs to include revision materials.	LBS	
Continue to update school IT resources and systems	Update IT resources and systems to enhance student learning experience.	Improving IT resources available to students will improve their access to the curriculum.	Thorough review of IT resources to be carried out. SLT to liaise with key members of staff to ensure that high impact resources are purchased. Review of impact to take place during summer term.	AKI	Summer 2021
Total budgeted cost					£44000

NB: Costs is covered by Staff Training Budget.

ii. Targeted support (B)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the Progress 8 Figure in English, Mathematics & Science	<p>Close the K, U & S gaps for underachieving students.</p> <p>1 to 1, 1 to 3 and small group tuition offered in English, Mathematics and Science (additional staff employed).</p> <p>Transition Group</p>	<p>AM Master Classes Extraction from other subjects for small group boosters (1:3). Afterschool support. Revision materials</p> <p>Catch up to their peers</p>	<p>Achievement Board to identify (following data drops) which students are not progressing as expected. Additional staffing in English, Maths and Science to enable targeted support.</p> <p>Transition Group</p>	<p>KJO/JHO/JTR KS4 – BCO KS3 - AKI</p> <p>KJO/JHO/JTR KS4 – BCO KS3 - AKI</p> <p>LBS/LWI</p>	<p>Termly to review progress of disadvantaged students.</p>
Increase the self-esteem of vulnerable students	<p>Support via Inclusion Support Base</p> <p>Member of staff ELSA trained and able to provide SEMH support to vulnerable students</p>	<p>If students feel supported, they will attend school.</p> <p>If students feel supported, they will attend school.</p>	<p>Additional colleague appointed within ISB to focus on vulnerable boys / girls.</p> <p>Develop inhouse strategies to support SEMH</p>	<p>BAL/CWE</p> <p>NSE/CWE</p>	<p>SENCO to provide termly report on each student attached to ISB.</p> <p>Member of staff to report on intervention</p>
Total budgeted cost					£73000

iii. Other approaches (C)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Increase students' aspirations and embed a 'can do' culture within our PP.</p>	<p>All staff actively seek to promote PP students in all aspects of school life.</p> <p>All staff actively seek to reward PP students in all aspects of school life.</p> <p>Improving access to careers information to increase aspiration.</p>	<p>Ensure that our students see themselves as being able to achieve.</p> <p>Students feel achievement points have a value.</p>	<p>Tutors know their tutees well.</p> <p>Celebration culture across the school.</p> <p>Students invited to take up key roles e.g. guides, senior student leadership team.</p> <p>Careers advisor meets with PP students targeting opportunities to visit employers and higher education establishments, and the work with the RONI students.</p>	<p>SLT/HOYs</p> <p>SDE</p> <p>LBS</p>	<p>Student Voice</p> <p>Parental Forum/Surveys</p> <p>Annual destinations survey</p>
<p>Increase the attendance for Disadvantaged students to 95% or better.</p>	<p>SWCs to work with attendance team to secure improved attendance for identified students.</p>	<p>If students don't attend, they cannot make better progress.</p>	<p>Form tutors to flag any attendance/pastoral issues for their disadvantaged students as soon as they are aware.</p> <p>HoY with SWBC to put in place actions to increase attendance.</p>	<p>FTs/HoY</p> <p>SJY/SRO</p> <p>JGL/KSM/KPL</p>	<p>Half-termly (SJY data).</p> <p>PP attendance reviewed weekly.</p>
<p>Increase punctuality to school.</p>	<p>DHOY – to monitor weekly lates report and implement rewards/sanctions as needed.</p>	<p>Persistent punctuality issues can be precursors to attendance issues.</p>	<p>Weekly lates report to identify issues (disadvantaged/SEN</p>	<p>HTY/KPL/JGL/KSM</p>	<p>Look at termly report to see what progress we have made with student identified as concern.</p>

	Late gate procedure refined to area by Student Services.		names to be sent to SWBC's). -Termly logs to be shared with HoY and Tutors for discussion with tutees. -Rewards systems focused on disadvantaged to be set up reduce lates.	HoYs/SJY SDE/BAL/SJY	JGL/KSM/KPL
Decrease the persistent absenteeism figures for disadvantaged students.	SWBCs to continue to work with targeted students/families via meetings.	If students don't attend they cannot make better progress.	Form tutors to flag any attendance/pastoral issues for their disadvantaged students as soon as they are aware. PP gets an automated call plus a personal phone call from SWBCs. HoY with SWBC to put in place actions to increase attendance.	HoY/FTs SJY/SRO JGL/KSM/KPL	Half-termly
Total budgeted cost					£50000

6. Every lesson, every day approaches (year on year). (D)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
AIM for excellence is used by classroom teachers to raise expectations at classroom level to support improving P8 overall	<p>Whole staff CPD connected to having high expectations in the classroom. Use of HoDs to revamp and disseminate at subject level.</p> <p>Lesson drop-ins and monitoring by HoDs/SLT, linked to GROW to ensure accountability.</p>	Students need consistency in the classroom. Research shows raising standards (linked to attention, etc.) provides structure and support for all learners, thus raising the provision of quality teaching and learning.	High quality CPD sessions, HoD/staff meeting, GROW lesson observations	BAL	Annually
Ensure disadvantaged students have the same basic day to day provision as their peers.	<p>Provide key resources that students might be missing e.g. equipment, guides and uniform.</p> <p>Support for More able via Brilliant Club</p> <p>PiXL Build-Up for KS4</p> <p>Support students to learn an instrument in Music</p>	<p>If students don't appear to have the same resources this can negatively impact their self- esteem.</p> <p>Ensure GCSE students have key texts/revision guides as needed</p> <p>Students need to be given life skills to ensure they feel successful and confident in their learning and in life. To build character and provide self-belief.</p>	Key contacts communicated via Staff Handbook.	<p>BAL</p> <p>Tutors to refer as needed.</p> <p>BAL</p> <p>BAL/KSH</p>	Annually

Ensure disadvantaged students have access to the same curriculum essential extracurricular trips and visits as their peers.	Fund identified trips and visits as needed (trip costs and lunches)	Students need to access the same opportunities as their peers.	Communicated via front office/finance	BAL	Annually
Support students who want to attend additional lessons during after school intervention/ support attendance to exams.	Fund late bus tickets as needed. Taxi	Students from disadvantaged homes are most likely not able to be collected and rely on public transport.	Key contacts communicated via Staff Handbook.	BAL	Annually
Fund daily breakfast for all FSM students and identified PP students in need.	Daily breakfast from Blue Diner between 8.20am-8.45am.	Students need to have a balanced diet and eat enough calories to be able to engage in school day in day out. H&S considerations due to C19 (students to pick up breakfast from entrance points around the school).		JWO/CSH/BAL	Annually
Total budgeted cost					£22000