



## Pupil premium strategy statement – The Eaglewood School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	22.77
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	P Barrett
Pupil premium lead	L Bilsborough
Governor / Trustee lead	David Richards

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29400.00
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£
<b>Total budget for this academic year</b>	£29400.00

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all our students, irrespective of their background or the challenges they face, make good progress from their starting point on admission, sustain high levels of personal well-being. and receive the best possible preparation for independent adult life.

Our core purpose is to maximise the academic achievement of our students whilst addressing their individual social and emotional needs, often with the additional support of other external agencies. The focus of our pupil premium strategy is to support disadvantaged students to achieve this goal.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged students require it most, together with targeted support based on robust diagnostic assessment of need.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers.

We also provide disadvantaged students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers and further education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, including both academic and SEMH testing on admission. This will help us to ensure that we offer the relevant skills and experience required to prepare our students for independent adult life.

The approaches we have identified will complement each other and help students to excel and achieve whilst feeling safe and nurtured.

To ensure they are effective we will:

- Ensure that all students are challenged through the work they are set
- Ensure teaching and learning is consistently high quality
- Act early to intervene at the point a need is identified
- Adopt a whole school approach in which staff all take responsibility for the progress of disadvantaged students and their outcomes
- Ensure that there are high expectations of all members of the Eaglewood community
- Support the well-being and personal development of students by providing a safe and respectful environment

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged students generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged students experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged students. This trend is most recognisable in maths outcomes
2	Our assessments, observations and discussions with students show that disadvantaged students are generally more likely to have language comprehension difficulties compared to non-disadvantaged students in our school.
3	Our assessments, observations and discussions with students show that disadvantaged students generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

## 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
Improved attainment for disadvantaged students in all subjects, notably in maths, relative	Through achievement of improved performance, as demonstrated by our end of

<p>to their starting points as identified through baseline assessments.</p>	<p>year assessments at the end of our strategy in 2025/26. Maintain, or improve, the percentage of students achieving or exceeding their target in English, Maths and Science, compared to non-PP peers.</p>
<p>Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject specific texts with challenging terminology.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2025/26. Maintain, or improve, the percentage of students achieving or exceeding their target in English language, compared to non-PP peers.</p>
<p>Disadvantaged students have opportunities to develop the essential knowledge to be educated citizens, and prepared for future success.</p>	<p>Through observations and discussions with students and their families.</p>
<p>Disadvantaged students feel better prepared for career progression through mentoring, college placements and work experience opportunities.</p>	<p>All disadvantaged students are given the opportunity to access high quality careers mentoring, college placements and work experience. By the end of 2025/26, disadvantaged students are progressing to further education in the same numbers as their non-PP peers.</p>
<p>The education, wellbeing and wider aspects of development of our disadvantaged students, which has been particularly impacted by the pandemic, progresses in line with their peers.</p>	<p>Evidenced through academic outcomes, and observations, by the end of 2025/26, our disadvantaged students are progressing in all areas of our curriculum, in line with their peers.</p>
<p>To improve metacognitive and self-regulatory skills among disadvantaged students across all subject areas.</p>	<p>Teacher observations report that students are better able to monitor and manage their own learning.</p>
<p>Improved reading and comprehension skills for disadvantaged students across KS3.</p>	<p>STARS tests demonstrate improved comprehension skills among disadvantaged students. Improved reading in all subjects. Wider range of vocabulary used by students in written work. Teachers able to recognise improvement in lesson engagement and quality of classwork through moderation.</p>

## 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: £0 (funded via the CPD budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD programme Focus on Pen Principles and Rosenshine's <i>Principles of Instruction</i>. Focus on strategies to support disadvantaged students in the shared practice briefings.</p>	<p>Education Endowment Foundation. (EEF) Metacognition and self-regulation Toolkit Strand. High quality teaching strategies are the most effective way to improve attainment and outcomes for all students. Teachers must be supported to continue to develop and improve. It is an inexpensive but highly effective way to improve learning outcomes. A consistent approach will support all students to make progress. The EEF puts significant emphasis on the importance and impact of feedback. Developing metacognitive strategies can help students to become more independent learners.</p>	<p>1,2,</p>
<p>Corrective reading</p>	<p>Education Endowment Foundation - Reading comprehension strategies-toolkit strand (EEF)  Improving literacy in schools guidance. Feedback and observations from teaching staff.  Prior attainment data from commissioning schools.  Studies show that disadvantaged students may receive additional benefits from being taught comprehension strategies. Reading comprehension strategies can have a positive impact on a students' ability to understand a text and this can</p>	<p>1,2,3,4</p>

	<p>be particularly true when interventions are carried out over a short timespan. Successful intervention should be carefully tailored to student need.</p>	
<p>Additional Teaching Assistants and Relationship Support Mentors</p>	<p>Education Endowment Foundation (EEF)- Non-academic support/Behaviour and attendance Toolkit Strand.</p> <p>Support from an TA can have a positive impact on student progress. Effectively trained Support assistants can provide regular and immediate feedback. They can support the development of metacognition skills.</p> <p>Professional knowledge of the students and their needs combined with internal school data supports this activity. Education Endowment Foundation (EEF).</p> <p>Disadvantaged students are more likely to receive a fixed term exclusion or a permanent exclusion.</p> <p>Improvements in behaviour and attendance and the reduction of challenging behaviour can lead to improved engagement and attainment.</p>	1,2,3
<p>Funding for curriculum areas:</p> <ul style="list-style-type: none"> <li>• Revision guides</li> <li>• Copies of texts</li> <li>• Materials for practical subjects</li> </ul>	<p>Education Endowment Foundation (EEF). Professional judgement and knowledge of the students.</p> <p>Access to curriculum resources is important in supporting progress and attainment.</p> <p>Disadvantaged students who study practical subjects need to have the same access to materials and resources as their peers.</p>	1,2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)  
 Budgeted cost: £ 10,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 reading programme	<p>Improving literacy in schools guidance.</p> <p>Studies show that disadvantaged students may receive additional benefits from being taught comprehension strategies.</p> <p>Reading comprehension strategies can have a positive impact on a students' ability to understand a text and this can be particularly true when interventions are carried out over a short timespan.</p> <p>Successful intervention should be carefully tailored to student need.</p>	2,4
Academy 21	<p><b>Rationale:</b> Remote learning, mainly in English and Maths but does on occasions include Science. This is used for those pupils who struggle to access education on site, for a variety of reasons. This is sometimes used on a short-term basis until work is done to encourage pupils to access education onsite, or can also be used on a longer-term basis.</p> <p><b>Impact:</b> This provision has been successful in engaging pupils through remote learning when they could not manage this.</p>	
1-1 tutoring	<p><b>Rationale:</b> An Academic Mentor is designed to help close the education gap between students and their peers. We know that these students were disproportionately affected during school disruptions as a result of COVID-19. We will focus on providing support to these students; we will also use discretion to extend it to other students in need of catch-up support.</p> <p><b>Impact:</b> To help close the gap between disadvantaged students and their peers.</p>	

SALT	<p><b>Rationale</b> Speech and language therapy provides treatment, support and care for children and adults who have difficulties with communication, or with eating, drinking and swallowing.</p> <p><b>Impact</b> to support students with difficulties with mild, moderate or severe learning difficulties, language delay, specific language impairment, specific difficulties in producing sounds, stammering, autism/social interaction difficulties, dyslexia, voice disorders, selective mutism.</p>	
Precision Teaching	<p><b>Rationale</b> Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring some skills. It has an inbuilt monitoring function and is a means of evaluating the effectiveness of what is being taught.</p> <p><b>Impact</b> Precision teaching, as an effective method to reinforce students' acquisition of basic education skills (Chapman et al., 2005; Gist and Bulla, 2020), can stimulate students' learning motivation and get students more engaged in learning (Rebecca and Michelle, 2016).</p>	

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

Budgeted cost: £ 18,400 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
3	This is another area of work that has had significant impact historically in the context of attachment, although again is not easy to quantify in educational outcomes. Our ELSA will help young	3,5,6



	<p>people understand both their own emotions and respect the feelings of others around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them.</p>	
Careers	<p><b>Rationale:</b> Careers Advice and support with Post 16 placements.</p> <p><b>Impact:</b> This frequently proves very positive in focusing Year 11 pupils for post 16 pathways.</p>	5,6
Lego Therapy	<p><b>Rationale:</b> Playing with LEGO in a therapy setting. Targeted goals around social skills, language and motor skills.</p> <p><b>Impact:</b> Promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts.</p>	2,3,5,6
Talk & Draw	<p><b>Rationale:</b> Drawing in a therapy setting. Targeted goals around social skills, language and motor skills.</p> <p><b>Impact:</b> Promotes social interaction, sharing, collaborative problem-solving and creativity.</p>	2,3,6
Sleep Therapy	<p><b>Rationale:</b> To improve the quality of your sleep. It can help with sleep disorders like insomnia.</p> <p><b>Impact:</b> To promote healthy sleep habits.</p>	6
Talking Therapy	<p><b>Rationale:</b> To give students a safe time and place to talk to someone who won't judge them. To help students make sense of things and understand themselves better. To help them to resolve complicated feelings, or find ways to live with them.</p> <p><b>Impact:</b> Talking Therapy can give students a new perspective, help them see situations differently and offer relief from challenges. By talking about thoughts, feelings and behaviour and describing what's going on in their heads, they can work through their challenges effectively, notice any patterns they may</p>	2,3,6

	want to change and find strategies to support them moving forward.	
Fishing Therapy	<p><b>Rationale:</b> To give students a safe time and place to be in nature and build positive relationships out of a school or home environment. To help them to resolve complicated feelings, or find ways to live with them.</p> <p><b>Impact:</b> Fishing Therapy can give students a new perspective, help them see situations differently and offer relief from challenges. By spending time in nature and having an opportunity to problem solve and to talk about thoughts, feelings and behaviour and describing what's going on in their heads, they can work through their challenges effectively, notice any patterns they may want to change and find strategies to support them moving forward.</p>	2,3,6

**Total budgeted cost: £ 29,400.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

It is difficult to compare the examination performance of students in an alternative provision school with any national figures. This analysis looks at the performance of our cohort and individuals within it.

In 2022-2023, there were 7 year 11 students eligible for the pupil premium (PP) and 4 looked after children (LAC) who sat their GCSE examinations achieving the following outcomes:

- 100% of PP and LAC students achieved at least 2 qualifications.
- 57% of PP students and 67% of LAC students achieved at least 4 qualifications.
- 100% of PP and LAC students achieved a qualification in Maths.
- 71% of PP students and 100% of LAC students achieved a qualification in English.
- 43% of PP students and 25% of LAC students achieved at least a grade 3 in Maths.
- 43% of PP students and 75% of LAC students achieved at least a grade 3 in English.

All 7 year 11 PP students have gone on to further education, employment or training, including 1 to study level 3 qualifications and 3 to study level 2 qualifications). All 4 year 11 LAC students went on to further education to study either level 1 or level 2 qualifications.

14 PP students from across year groups returned to a mainstream commissioning school having completed a placement at Eaglewood in 2022-2023. 1 PP student completed a managed move to a mainstream school. 2 LAC students left the school role as their care placement changed to another geographical area.

The attendance of PP students in 2022-2023 was 74.6% and for LAC students was 78.2%. This is in line with the whole school attendance for all students in 2022-2023 was 75.4%. In a majority of cases this was an increase in the attendance of students compared to before starting at the school. This compares to a national average for alternative provision schools of 55-65% depending on the source.