

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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 | Slough & Eton |
| Number of students in school | 1146 |
| Proportion (%) of pupil premium eligible students | 32% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021 –2022 2022 –2023 2023 –2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | February 2022 |
| Statement authorised by | Peter Collins |
| Pupil premium lead | Marisa Bow |
| Governor / Trustee lead | Rob Deeks |

Funding overview

| Detail | Amount |
|---|--------------|
| Pupil premium funding allocation this academic year | £ 282 130.88 |
| Recovery premium funding allocation this academic year | £ 44 063.18 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 326 194.06 |

Part A: Pupil premium strategy plan

Statement of intent

At Slough & Eton we follow a Pupil Premium First approach. Our aim is to provide all students with the opportunity to achieve their potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all students having full access to the rich extracurricular provision on offer at Slough & Eton. This ensures we develop well-rounded individuals who achieve their ambitions and flourish in life.

Common barriers to learning for disadvantaged students may include:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support. Our ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged students at Slough & Eton
- for all disadvantaged students in school to meet or exceed nationally expected progress rates
- for all disadvantaged students to access to the rich extracurricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life. We aim to do this through:
 - frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of students in need of support
 - ensuring that teaching and learning opportunities meet the needs of all the students and that where students have specific needs that these are addressed through high quality, evidence-based interventions led by appropriately trained staff
 - ensuring all vulnerable students are ready to learn through access to a breakfast club, equipment and uniform provision and a homework club
 - close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable students
 - ensuring that vulnerable students have access to frequent and high-quality careers and associated opportunities such as attendance at careers fairs and the Brilliant Club Scholars Programme

- ensuring that vulnerable students have access to high quality pastoral and mental health support disadvantaged students are more likely not to have the resources necessary for remote learning and they are at risk of becoming disengaged and falling behind in their learning. In addition, disadvantaged students may be living in challenging circumstances that could impact on their physical and mental wellbeing.
- Raising the profile of vulnerable students to staff and keeping their needs in the forefront of all planning

When making provision for socially disadvantaged students (reference to Cultural Capital), we recognise that not all students who receive free school meals will be socially disadvantaged and that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Achieving these objectives:

The range of provisions available at Slough & Eton include but are not limited to:

- frequent monitoring and intervention of progress and needs from Curriculum Leaders and Head of Year
- literacy and numeracy support which includes in class support and small group withdrawal
- academic mentoring for students in Y10/11 and Post-16
- providing support with transport to school to promote attendance
- running a breakfast club to ensure vulnerable students are prepared for the day
- tracking and monitoring attendance to provide intervention and support where a need is identified
- frequent contact and support with parents regarding uniform, equipment, extracurricular activities, trips and revision resources
- providing laptops to support with access to homework and remote learning
- providing priority access to counselling and careers support advisors
- allocating high quality teaching assistants to support and wellbeing

Challenges

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

| Challenge number | Detail of challenge (in no particular order) |
|-------------------------|--|
| 1 | Staff awareness of PP students and strategies for success. |
| 2 | Lack of fluency in literacy and numeracy. |
| 3 | Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition. |
| 4 | The involvement of FSM and PP children in extracurricular activities and trips. |
| 5 | Low levels of presentation quality in books and homework completion for PP when compared to non-disadvantaged. |
| 6 | Overall Progress of PP students is lower than Non-PP at KS4. |
| 7 | Attendance of PP students is below that of non-PP. |
| 8 | Students that are FSM and SEN are more likely to underachieve. |
| 9 | Gaps in knowledge and skills as a result of Covid19 Lockdown |

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 |
|--|--|
| <p>Progress in Maths</p> <p>Pupil Premium students achieving at least in line with, or above national progress measures in maths at KS4.</p> <p>Progress in KS3 maths for PP students is at or above their expected attainment pathway.</p> | <ul style="list-style-type: none"> • Gap between PP and non-PP students is 0.0. • PP students achieve at least in line with national averages. • Rigorous testing process in place to identify any needs for intervention. • Evident increase in knowledge of key skills in numeracy shown through low stakes in class assessments, Do Now tasks, formal regular assessments, and public examinations. • Student voice shows increased confidence and enjoyment in mathematics. |
| <p>Progress in English</p> <p>Pupil Premium students achieving at least in line with, or above national progress measures in English at KS4.</p> <p>Progress in KS3 English for PP students is at or above their expected attainment pathway.</p> | <ul style="list-style-type: none"> • Rigorous testing process in place to identify any needs for intervention. • PP students achieve at least in line with national averages. • Reading scores show a reduced gap between PP and non-PP students. • Evident increase in knowledge of key skills in literacy shown through low stakes in- class assessments, formal regular assessments, and public examinations. • Student voice shows increased confidence and enjoyment in English. |
| <p>Ready to Learn</p> <p>Pupil Premium students are punctual, equipped, and ready for school.</p> | <ul style="list-style-type: none"> • Affordable uniform with financial support available to PP students. • Equipment, such as stationery, GCSE subject specific equipment provided to PP students where needed. • PP parents are aware that they have access to financial support to assist with purchasing equipment and resources. • Tutor equipment checks to show that PP students are equipped for the school day in line with non-PP students. • Teaching staff are quick to liaise with HOY/Tutors to ensure that any lack of equipment is quickly resolved. • PP students access breakfast club, are punctual and have energy for their day. |

| | |
|--|---|
| <p>Extracurricular Pupil Premium students are fully engaged and participating in the school's rich extracurricular offer.</p> | <ul style="list-style-type: none"> • Prioritised places are available on trips for PP students to ensure fair access. • Monitoring of extracurricular activity attendance to show that at least 50% of attendees are PP. • Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP students. |
| <p>Attendance PP attendance meets the school's attendance target of 96%</p> | <ul style="list-style-type: none"> • The attendance of PP students meets the school target of 96%. • HOYs meet regularly with the Attendance Officer and have a clear plan in place for students with low attendance. • Staff are aware of difficulties that may impact PP students and have plans in place to support these. |
| <p>Exclusion/isolation PP students are not disproportionately excluded from school/lessons/placed in isolation.</p> | <ul style="list-style-type: none"> • Staff are aware of difficulties that may impact PP students and have plans in place to support these. • HOYs/SLT links regularly monitor exclusion/isolation data and work with key students and staff to ensure these students are accessing support and able to remain in lessons, enjoy and achieve. • PP students' exclusion/isolation data is equal to or lower than that of non-PP students and lower than national averages. |
| <p>Parental Engagement Parents/carers of PP students are engaged in school, aware of their child's learning/progress and understand how to support their child.</p> | <ul style="list-style-type: none"> • The attendance of PP parents/carers at Parents' Evenings is at or above that of non-PP students. • Parent /carers surveys show engagement and satisfaction with school and school life. |
| <p>Gaps in knowledge and skills as a result of Covid19 Lockdown.</p> | <ul style="list-style-type: none"> • Various skills and knowledge were not developed thoroughly, as a result of Covid19 Lockdown, especially with Y11 and Y7. • Students will engage in a balanced knowledge rich curriculum and attain well. |

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

Budgeted cost: £165 000 (approximately)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Accelerated reader licensees | EEF teaching and learning tool kit- Reading and comprehension strategies | 1,2 & 9 |
| GL assessments including CATs | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 1,2,8 & 9 |
| School reward activities | EEF teaching and learning tool kit- Behaviour interventions | 1 & 3 |
| Core Curriculum areas closely monitor and intervene where the progress of PP students is below that of Non-PP students or below that of their expected attainment pathway. | <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged students.” <i>EEF guide to the Pupil Premium.</i></p> <p>Core Curriculum Leaders promote positive engagement and teaching strategies with Pupil Premium Students.</p> <p>CL track PP students' progress and liaise with PP leads/HOYs to help signpost needs for targeted intervention.</p> <p>“Evidence consistently shows the positive impact that targeted academic support can have.”</p> <p>https://educationendowmentfoundation.org.uk</p> | 1, 2, 3, 5,6, 8 & 9 |
| Literacy Lead promotes literacy, provides staff CPD and monitors and supports reading interventions. | <p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.</p> <p>Use of Accelerated Reader</p> | 2,5, 6, 8 & 9 |

| | | |
|--|---|---------------|
| Numeracy Lead promotes numeracy, provides staff CPD and monitors and supports numeracy interventions. | Numeracy is a key determiner for academic and success and financial competency in adult life. | 2,6, 8 & 9 |
| KS 4 Booster Programme | Skills to analyse, apply and evaluate text in a meaningful manner is a key determiner for academic success across all subjects | 2,6, 8 & 9 |
| High levels of deprivation, resulting in limited knowledge of social and cultural capital. | Provide enriching experiences, remove financial barriers and improve outcome for all. Close the social and cultural knowledge gap. Improve outcomes for all and close the attainment between PP and Non-PP students, and in comparison to national average. Enrichment activities will result in better student wellbeing as well as developing cultural capital within the students at Slough & Eton. The increased opportunities disadvantaged students will have to visit higher education establishments should result in a greater uptake to KS5 and increase the number of our students going to university. | 1 & 4 |
| Low levels of storage strength and retrieval fluency of key knowledge. Low aspirations for some PP students | All students to attain well with increased levels of knowledge and effective retrieval strategies. Above national average for Attainment and Progress 8. Provide enriching opportunities, experiences and exposure to inspirational speakers and role models. Improve outcomes for all and close the attainment gap between PP and Non-PP students, and in comparison to national average. | 2,5, 6, 8 & 9 |
| Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions | Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most. Intervention sessions will be quality assured to and progress tracked. This will result in the progress of disadvantaged students. Behaviour and attendance data will also be tracked to ensure interventions are put in place so students are not missing the high quality teaching and learning happening in lessons. | 2,5, 6, 8 & 9 |

Total budgeted cost: £ 165 000

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

Budgeted cost: £80 000 (approximately)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Gaps in knowledge and skills as a result of Covid19 Lockdown. | <p>Intervention and support for students not on track to achieve targets across range of subjects: tutoring and online blended learning resources.</p> <p>Provide support to parents and carers.</p> <p>Best prepare students for the demands during examinations; Help cover additional and high order content and build in revision techniques.</p> <p>Revision during out of school hours to support students in assessments and examinations to support disadvantaged students in closing the attainment gap.</p> | 9 |
| Careers mentoring - Pupil Premium students prioritised and, where needed, receive additional support. | The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges. | 3 & 6 |
| Brilliant Club - PhD students work with PP students at KS4 to raise ambitions and understanding of university learning and life. | Linked to the Gatsby Benchmark number 7: Encounters with further and higher education | 3 & 6 |
| Low levels of Literacy and Numeracy | <p>Literacy coordinator role in place and embedded to lead on reading and literacy specific strategies, as well as raising the profile of literacy and reading across the curriculum. "Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life." EEF KS3/4 Literacy Guidance</p> <p>KS3 and KS4 Maths coordinators role in place and embedded to lead on numeracy specific strategies, as well as raising the profile across the academy.</p> | 2,6,8 & 9 |
| Mental Health provision | Promoting mental health support https://www.gov.uk/guidance/mental-health-andwellbeing-support-in-schools-and-colleges#MHST | 9 |

| | | |
|--|--|-----------|
| Additional Independent Careers Adviser | Careers strategy to improve social mobility and rewarding careers https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf | 3 & 6 |
| EAL 1 to 1 and small group support teacher | 68% of our students are EAL and 27% of this cohort are eligible for FSM. These students need support in accessing the curriculum with in lessons. Resources to be provided e.g. computer tablets to allow fast translation. | 2,6,8 & 9 |

Total budgeted cost: £ 80 000

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

Budgeted cost: £81 000 (approximately)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Attendance Officer closely monitors and support PP attendance</p> <p>Heads of House and Tutors monitor and support the attendance, engagement and readiness to learn of PP students, (£??)</p> | <p>“Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.”</p> <p>Behaviour interventions strategy from the EEF teacher toolkit.</p> | <p>3,4 & 6</p> |
| <p>Other Extra-curricular clubs and trip support.</p> | <p>“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g., achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.”</p> <p>Social Mobility Commission research.</p> | <p>4</p> |
| <p>Equipment, uniform and subject supplies.</p> | <p>Removing potential barriers to participation increases attendance.</p> | <p>5,7 & 8</p> |
| <p>Other Support: Transport support, Alternative provisions, Data Management, Finance Management, Technology.</p> | <p>Tracking and monitoring progress to implement interventions effectively. Removing barriers to participation increases attendance.</p> | <p>4, 7 & 8</p> |
| <p>PP Recovery Premium: Pupil Premium Academic Mentoring</p> | <p>“Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for students from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.” EEF Teacher Toolkit Mentoring.</p> | <p>1,3,6,7 & 8</p> |
| <p>Breakfast Club</p> | <p>As well as reducing hunger, breakfast clubs are perceived to improve concentration and behaviour in class and to improve punctuality for some pupils. Additional positive impacts on pupils’ social</p> | <p>4, 7 & 8</p> |

| | | |
|---------------------|--|---|
| | development and the way in which they help some pupils make wider friendship groups and become more confident. | |
| Behaviour Mentoring | EFF teaching and learning tool kit- Behaviour interventions | 8 |

Total budgeted cost: £ 81 000

Total budgeted spend £326 000

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 students in the 2020 to 2021 academic year.

https://slougheton.sharepoint.com/:w:/s/PupilPremium/ETsp66028KVNgdqtuwIzT6UBCYf_D4AiXCTDOxDGOqmgfQ?e=83IE20

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|----------------|
| How did you spend your service pupil premium allocation last academic year? | Not applicable |
| What was the impact of that spending on service pupil premium eligible students? | Not applicable |