

ECS (Secondary) Pupil premium strategy statement

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 school.

School overview

Detail	Data
School name	Edmonton County School Secondary Phase
Number of pupils in school	1381.5 Year 7 to Year 11
Proportion of pupils 8(th-3(re)5m7(w))8(m)-6(st)8	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, prior attainment or the challenges they face, make good progress that is at least in line with national expectations, with disadvantaged pupils making the same level of progress as non-disadvantaged pupils. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching for all children is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. The intention is that non-disadvantaged pupils will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and our whole school intervention programme, for pupils whose education has been affected by school closure due to the coronavirus pandemic, including non-disadvantaged pupils.

Our approach will be actively focused on common challenges and individual needs, through robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- maintain an early intervention whole school approach in which all staff take
- can achieve
- act early to intervene at the point need is identified
- ensure disadvantaged pupils are well planned for and challenged in all work set for them

Our pupils will receive support to ensure high levels of wellbeing and remove potential barriers to learning. We strive to ensure that all pupils have a range of learning experiences that widens and grows their cultural knowledge.

As a result, pupils attain the grades to enable them to access the next stage of their learning journey with the skills and confidence to on take on the opportunities they have created for themselves.

Challenges

This details the key challenges to

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Some pupils receive limited home support

Our observations and discussions with pupils and families indicate that many pupils receive limited support with their studies at home. This is especially

Activity in this academic year and intended outcomes

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

Note: staffing costs assume fte classroom teacher costs £64,000 pa; fte TA costs £32,000 pa; fte SMs and mentors cost £32,000 pa (all with on-costs)

Teaching

Budgeted cost: £284,500

Activity	Objectives	Evidence / research that
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Activity	Objectives	Evidence / research that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
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Developing high quality teaching through a new CPDL model for teachers

Our new approach to CPDL, focused on developing high quality teaching, is through a weekly 1h45m training session (facilitated by a

Activity	Objectives	Evidence / research that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
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Focus on academic language and developing vocabulary;

Activity	Objectives	Evidence / research that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
		their career and the world of work, achieving social mobility whatever their starting point. See also Against the odds report.pdf (publishing.service.gov.uk) research is inconclusive.				Monitoring shows that RSE programme is effectively delivered.

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

Budgeted cost: £176,000

Activity	Objectives	Evidence / research that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
Additional EAL staffiETT 0 1 5976						

Activity

Objectives

Evidence / research that supports this approach

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

Budgeted cost: £248,900

Activity	Objectives	Evidence / research that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
Continued employment of a school-based Educational Psychologist	<p>Providing counselling services under the direction of the in-house Educational Psychologist to support vulnerable learners Working within school to support SEMH and vulnerable pupils. Provide more immediate access to appropriate support agencies for pupils.</p> <p>Increased staff awareness of groups and individual pupils needs and strategies to support pupils</p>	Having an in-house EP has immense benefits in terms of the capacity of our counselling provision, but also the immediacy of response in acute cases. We believe we are unique as a Trust in employing our own EP.	6, 7	0.2 x fte EP: £17,500	<i>Group:</i> Indirect and direct work with groups or individual pupils.	All vulnerable pupils and those with SEMH needs receive appropriate support in a more timely manner.

Employment of

Activity	Objectives	Evidence / research that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
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Hardship fund
(administered by
the FSAs)

