

| Key for acronyms | |
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| PP | Pupil Premium |
| KS3 / KS4 / KS5 | Key stage three / four / five |
| CIN | Child in need |
| CLA | Looked after child |
| DASH | Detailed Assessment of Speed of Handwriting |
| EBACC | English Baccalaureate |
| EPCS6 | Easthampstead Park Community School Sixth Form |
| SGP | Sharing good practice |
| PREP | Plan, Review, Evaluate, Progress |
| EEF | Education Endowment Foundation |
| CPD | Continuous Professional Development |
| WAGOLL / WABOLL | What a good one looks like / What a bad one looks like |
| CEIAG | Career education Independent Advice and Guidance |
| HoY / HoD | Head of Year / Head of Department |
| PC | Parental Champion |
| HLTA | Higher Learning Teaching Assistant |
| FSM | Free School Meals |
| APP | Accelerated progress tutor |
| GR | Guided reading programme |
| WRL | Work related learning pathway |
| YC | Young carer |

Pupil Premium numbers October 2020 census nationally 14% pupils eligible for FSM in secondary phase

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | All |
|--------|--------|--------|---------|---------|---------|---------|-----|
| 57 | 47 | 52 | 38 | 40 | 18 | - | 252 |
| 34% | 30% | 30% | 26% | 29% | 28% | | 29% |

Number of children per Plan (October 2020)

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| Child Protection | 14 |
| Child In Need | 20 |
| Early Help Hub | 22 |

Barrier to future attainment (for students eligible for PP) 2019-2020***In - school barriers***

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| A | Significant number of PP students enter the school with weaker literacy skills especially in reading which prevents them from making good progress in Year 7. Students do not have access to texts outside of school which support the development of a broader cultural understanding. |
| B | Access to Tier two vocabulary is often limited and mainly acquired by students through subject strands within the curriculum rather than wider reading or conversations in context. Students' progress can be delayed due to a lack of understanding of words in context and their overall comprehension skills are below expected. |
| C | Significant number of PP students enter the school with weak oracy skills and are unable to communicate their thoughts and feelings appropriately and in context. In class many try to opt out of class discussion and make a limited contribution to class questioning. A small number become extremely anxious if placed in a situation where they need to speak in front of peers. |
| D | Quality first teaching across the school is variable, variation between subject outcomes and intra-subject outcomes for PP students. In vocational subjects chosen through the options model, PP students make progress more aligned to non PP - this could be due to the lesser literacy demand and the foundation pathway giving them the opportunity to practice and perform over a longer period, securing confidence. |
| E | Poor numeracy skills - students arrive on entry with specific gaps in numeracy skills. This year in the absence of SATS the school used CAT tests with Year 7 to identify areas of strength and areas of concern. More children than previously identified in other cohorts have been flagged. |
| F | Mastery of maths this year more pupils than ever haven't acquired a deep, long-term, secure and adaptable understanding of the subject. In class this means that gaps appear in their knowledge of key concepts and they find it difficult to link knowledge together to assist them with problem solving. Resilience is an issue and delays progress opportunities to repeat and practice activities in class using My maths are not taken up consistently to secure schema. |
| G | 'High Attaining Pupils' who are PP in KS3 and KS4 making less progress than other high attaining students, preventing sustained achievement and hampering progress this is often linked to F. |
| H | Data indicates that PP students are less likely to complete homework assignments set by staff at home. There isn't always a push from parents or carers to make this a priority for them to do and some may be between households at different days in the week making the chasing and accountability for homework harder for staff to secure. |

External barriers

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| I | Attendance below national or levels of persistent absence above 10% |
| J | Low aspirations and levels of emotional well-being sustained over a significant period. Children have been designated as FSM for significant periods of their childhood. |
| K | The number of children in Years 8-10 who did not access home learning during lockdown was |

| | Year Group | Live lessons | | | | | | | | |
|-------------------|---|--------------|------------------|---|---------------|----|----------------|----|-------------------|---|
| | 7 (now year 8) | 20 | | | | | | | | |
| | 8 (now year 9) | 27 | | | | | | | | |
| | 9 (now year 10) | 6 | | | | | | | | |
| | 10 (now year 11) | 11 | | | | | | | | |
| | The number of children designated as either CP or CIN during lockdown was 21 The number of students who were identified by SS and the LA to receive a laptop was 44 | | | | | | | | | |
| L | <p>Child may be designated CIN or live in an overcrowded household, linking to potential issues where access and investment to educational resources that support learning and progress are limited</p> <p>Number of children per plan pre lockdown (March 2020)</p> <table border="1"> <tr> <td>Child Protection</td> <td>5</td> </tr> <tr> <td>Child In Need</td> <td>16</td> </tr> <tr> <td>Early Help Hub</td> <td>17</td> </tr> <tr> <td>Duty & Assessment</td> <td>4</td> </tr> </table> | | Child Protection | 5 | Child In Need | 16 | Early Help Hub | 17 | Duty & Assessment | 4 |
| Child Protection | 5 | | | | | | | | | |
| Child In Need | 16 | | | | | | | | | |
| Early Help Hub | 17 | | | | | | | | | |
| Duty & Assessment | 4 | | | | | | | | | |
| M | There are a number of families experiencing trauma through domestic abuse, mental ill-health and substance misuse (toxic trio) these overlapping factors which makes children experiencing this environment highly vulnerable and impacts on their progress | | | | | | | | | |
| N | Child may not be subject to boundaries within the home setting and find compliance within school a challenge. As a consequence they are at higher risk of receiving an FTE for defiance. | | | | | | | | | |
| O | The school has a number of young carers 19, of which 9 are also designated as PP | | | | | | | | | |
| P | The school is essentially a monoculture and a number of children do not routinely have a good understanding of different cultural groups through lack of contact in the wider community. The school does have a number of pupils who present as gender diverse and their needs are better understood. | | | | | | | | | |

In - school barriers

| Desired outcomes | | Success Criteria |
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| A | <p>All PP: Implement a guided reading programme during PREP</p> <ul style="list-style-type: none"> • Tutor reads for nuance and inflection • Students follow text using a ruler • Tutor uses synonyms for tier 2 vocab in context <p>Dependent on the year group programme, students have a minimum of 3 guided reading opportunities per week.</p> | <ul style="list-style-type: none"> • Students spend a greater proportion of their time reading. • Students in Years 7 to10 have access to a reading cannon that enables them to access a wider range of reading material that covers relevant experiences from a range of viewpoints and cultures. • Students experience the adult voice modelling nuance and inflection by reading aloud. |

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| A | All PP: Library support, clubs, events and excursions including author visits, the Kids Lit Quiz, Berkshire Book Award and Carnegie Shadowing promote a culture of reading within school and encourage children to 'opt' in. | PP involvement in support, clubs and excursions is monitored and reviewed annually, informing future interventions. |
| B | All PP: Years 7 and 8 Introduce a vocabulary wall to flag Tier 2 words used within subjects and remind the class. Curricular delivery to unpack words in context and to explain, when appropriate, the etymology of the word. | <ul style="list-style-type: none"> • Students access a wider range of tier 2 words and understand them in context. • Written work demonstrates a greater use of these words as students become more confident and fluent in their use. |
| B | Targeted PP: Where a student has a significantly low reading age below that of their peers they are supported through the Fresh Start intervention programme for Y7 lasting 10 weeks – withdrawal from Humanities Wave 2 small group Reading age scores are re-shared with staff and students receive certificates based on progress. | <ul style="list-style-type: none"> • Data gained from Fresh Start indicates students have demonstrated accelerated progress in their reading ages (judged as aged 10 or better) and closed the gap with peers. • Students are assessed every 10 weeks. • Students access to the curriculum improves |
| B | Targeted PP: Identify students in Year 7 and 8 for project lessons (dis-applied from MFL) IDL Literacy programme 1/3 project lessons improves reading and spelling amongst pupils with various literacy problems | Reading and spelling in the selected group of students improves from their initial starting point and gaps with their peers narrow. |
| B | Targeted PP: Students not identified for project but identified as weak readers offered the opportunity to participate in reading buddy schemes ABC read training for 6 th Form volunteers | Students become more confident reading aloud to older students fluency and overall access to texts increase |
| B | Targeted PP: Think Reading intensive programme to support Y10 reading and comprehension skills Wave 3 1:1 intervention | Completion of programme shows students have made gains in their reading scores and can better access the curriculum comprehending more tier 2 and 3 words. |
| C | Staff given CPD time to add Literacy / Oracy opportunities into schemes of work. Teachers plan and deploy a range of questioning techniques and wait time is given to encourage response or pause, pause bounce used as a strategy to increase participation. | <ul style="list-style-type: none"> • Students have the opportunity to speak and discuss a wide range of topics and ideas within lessons. • A greater number of students participate in class and their ideas are valued. • Staff and students consistently demonstrate the use and understanding of one voice and track/respect the speaker within lessons. • Students can ask questions and share opinions freely without fear of disruption. |
| C | Annual whole school oracy audit Completion of an oracy audit considered provision for students across all subjects, age groups and vulnerabilities including PP | <ul style="list-style-type: none"> • School literacy coordinator identifies opportunities to increase and promote literacy strategies within school for example poetry day, world book day. • These are shared and positively acted upon by staff |

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| C | <p>PP All: Implementation of PREP oracy activities (Years 7 and 8 Mind to be Kind) in the summer term to enable children to benefit from extended discussion and carefully structured reading opportunities to shorter high quality articles and texts.</p> <p>All years - current affairs weekly topic subscription.</p> | <ul style="list-style-type: none"> • Student's ability to engage with the article and reflect upon the content is evident when learning walks of prep time are held. • A greater number of students participate in discussions and their ideas are valued. • Staff and students consistently demonstrate the use and understanding of one voice and track/respect the speaker within lessons. • Students can ask questions and share opinions freely without fear of disruption. |
| C | <p>PP All: School involvement with oracy related competitions and groups Debating society, Mock Trials competition, Youth Speaks provide growing opportunities for students to develop oracy skills in the public domain and at a competitive level. % PP attendance monitored.</p> | <p>The school has an ambition for students to take opportunities to test their oracy skills and share ideas outside of the school.</p> |
| D | <p>PP All:</p> <ul style="list-style-type: none"> • SGP with all staff through CPD programme that seeks to improve teaching quality over time and boost attainment. • DDI programme across the year supports teachers to incrementally improve their performance by coaches providing agreed upon actionable steps to work on. • Linked to research evidence | <ul style="list-style-type: none"> • In school and inter-subject variations in outcomes narrow with more children experiencing consistently good or better teaching, pitched to their needs. • Attainment (APS) of students increases. |
| D | <p>PP All:</p> <ul style="list-style-type: none"> • Teachers plan assessments so learners can effectively demonstrate what they know, understand and can do. They are provided with the assessment criteria for an assessment task. • The assessments draw upon the knowledge and content taught in the planned curriculum. | <ul style="list-style-type: none"> • Effective assessment criteria allow learners to achieve at a high level and provide for a range of quality in the work. • Whole class feedback is regularly used by teachers as routine allowing learners to correct misconceptions and improve. • Whole school priority marking and feedback to support progress of PP, 8+ month progress EEF comparable. |
| D | <p>PP All: Use of WAGOLL (and developing WABOLL) Teachers explain and model processes to develop student's skills and improve their understanding of how to answer examination questions successfully</p> | <p>Students are able to refer to high quality examples and are able to use these to improve their own practice.</p> |
| D | <p>PP Targeted: Students with SEN or medical needs have a student profile which is shared with staff to assist them in planning for their needs Seating plan software to support planning</p> | <p>Well considered seating plans to best support PP students engagement in lessons.</p> |
| D | <p>PP targeted: 9-11 Within the KS4 options pathway provide a WRL pathway within</p> | <p>Targeted students improve their self confidence Targeted students remain in school</p> |

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| | school for students lacking self-confidence/struggling to access the main curriculum/at risk of exclusion. Note likely impact on A8 | Students PASS data indicates they are more satisfied with school life. |
| E | Targeted PP: Where a student has a significantly low number age below that of their peers they are supported through the number sense intervention programme for Y7 lasting a term – withdrawal from PREP HLTA Led Wave 2 small group | <ul style="list-style-type: none"> Data gained from Number sense indicates students have demonstrated accelerated progress in their number ages and closed the gap with peers. Students are assessed every term. |
| E | PP All: Numeracy HLTA Employed to provide support for students who are struggling to meet their prior attainment Check in for students who are PP and YC | <ul style="list-style-type: none"> PP/YC students are supported to keep up to date with their maths studies. Students, identified by teachers who would benefit from additional support are flagged and next steps made. |
| F | Targeted PP: Two classes of Year 7 students will be taught (re) the Year 6 curriculum to ensure they have the opportunity to develop secure knowledge of the maths concepts within it. CAT's data indicates currently they are not secure and have not made sufficient progress during the lockdown period. Students will be supported using Learning by Questions an adaptive feedback programme which tracks their progress and enable teachers to identify and re-teach gaps in their understanding | <ul style="list-style-type: none"> The majority of students will acquire mastery of maths to a year 6 level and start to transition into the Year 7 scheme. Within class students will demonstrate more resilience and use the feedback tools effectively, supported by teaching to make progress. |
| G | Year 11 champion lessons science and option subjects added as an intervention to enable lost learning due to COVID 19 be caught up Additional Maths and English lesson added Citizenship lesson withdrawn from the Year 11 curriculum to support attainment in core subjects. | <p>Students have the opportunity to close any learning gaps arising from COVID 19</p> <p>Heads of Department report significant progress in closing attainment gaps due to smart use of the additional provision by staff and well planned intervention.</p> |
| G | Targeted PP: Fujitsu Maths Intervention Mentors from industry allocated to students who are not achieving their potential, motivate and redirect. STEM targeted activities are offered. | <p>Targeted students (including PP) are invited to additional Maths workshops with Fujitsu mentors students aspirations are raised.</p> <p>Students are supported to take part in STEM related activities and are positive about the opportunities they offer.</p> |
| G | PP All: Maths Gym Tuesday evening support for all students, a quiet space to discuss Maths, receive support for areas of difficulty and complete study | <ul style="list-style-type: none"> Attendance by students supports their progress students who attend are positive about the benefits of attending and feel it is helping them to improve. Monitoring by maths staff ensures students who would benefit most are encouraged to attend and do so. |
| G | PP All 9-11: Ensure students have access to apps to extend their home learning | <ul style="list-style-type: none"> Students are making use of the apps to support revision and maximise home learning |

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| | access and make it easier for them to engage as all work on smart phones. Core subjects; Pixl Lit, Pixl Maths, Tassomai, My Maths, Kerboodle Humanities; Pixl Geography, Seneca, Pixl History Languages, Memrise Computing Seneca, GCSEPod | opportunities <ul style="list-style-type: none"> Monitoring indicated HA PP students are using these apps to support their attainment. |
| H | PP All: Classcharts analysis Tutor monitoring positive engagement in class, homework support, detentions and overall behaviour % of students in their tutor group. Comparison by HOY PP in relation to non-PP peers. | <ul style="list-style-type: none"> Monitoring of data by HOY to maintain an overview of the conduct of students and their engagement in lessons. Opportunity to reward, praise and motivate key students who are actively participating in Enables close level analysis of key students in order to provide targeted support. |
| H | PP All: Homework support club Venue Library Attendance recorded Staffed by LSAs to assist | <ul style="list-style-type: none"> Number of students not engaging in any homework decreases. LSA support builds students confidence and promotes success. |

External barriers

| Desired outcomes | | Success Criteria |
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| I | PP All: Late process in place to record and speak to all students who are late with follow up actions- parental contact Late detention each day as an immediate sanction Monitoring of PP absence and late students by HOY Short term frequent absence PA process in place following attendance policy CP team in regular dialogue with attendance and HOY staff- liaise with social services as appropriate | <ul style="list-style-type: none"> PA rate of PP students decreases through engagement with school interventions and processes. Consistent recording of and follow up by attendance team supporting HOY of all unauthorised absences and lates. Identified issues as a result of monitoring and support meetings trigger additional support (family and or child) if appropriate |
| I | PP All: Operate a reward scheme to promote good attendance Use social media to promote punctuality and attendance throughout the year so it remains a priority. | PP attendance improves and the gap narrows between PP and NON PP children Interventions and support are in place where attendance is not as it should be |
| J | PP All: Provide career information and identify pathways for all children as part of the CEIAG curriculum | All students have had options to progress explained including the new T Levels, apprenticeship and L3 progression routes. |
| J | Make every effort to get parents of PP students to attend or participate in Option Evening | Follow up actions by HOY and SENCO if SEN Ensuring all PP families are given relevant information on courses to make informed choices. |
| | PP Targeted Year 10-11: Advizer careers support for PP students | Session 1 initial meeting and formation of an action plan shared with student and relevant HOY Session 2 (2 terms later) progress reviewed against |

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| | PP Targeted: who are vulnerable to becoming NEET ESF Intensive careers sessions Year 11 | action plan HOY updated Session 3 Year 11 group sessions based on pathway selected to develop a greater understanding of their choice Any student at risk of NEET has received weekly support form a careers mentor specialist to minimise the risk of them becoming NEET |
| J | PP Targeted: Oxford Brooke University passport day for Year 10 students | Students better informed about what a university experience might offer |
| J | PP All: Whole school work experience offer at both KS3 and KS5 COVID dependant | All students to complete one day / one week of work experience in order to develop a functional CV |
| J | PP All: CV writing workshops and mock interview process PP Targeted: Additional literacy support PP students identified as requiring support in completing CVs | Personalised feedback from interview so all students have an opportunity to improve. All students have a workable CV |
| J | Career lunches and apprenticeship workshops with guest speakers including alumni (Virtual opportunities under COVID) | Additional sessions within small groups to encourage talk and questioning about careers |
| L | PP Targeted: Parental Engagement Champion to work with target families to raise engagement with school and student aspirations. Signpost further support if required e.g. food bank vouchers | <ul style="list-style-type: none"> Targeted students improving their attendance. Targeted parents engaging more with school (attendance at parent's evenings.) Improved academic progress made by targeted students. |
| O | Dedicated Young Carers and CLA Coordinator, focused on ensuring the needs of CLA children are met, and that they are fully supported in accessing the full curriculum. (2 days per week) | <ul style="list-style-type: none"> PEP meetings receive accurate information and the child's voice is heard and sustained Barriers to progress are identified quickly CLA students are supported to become self-confident and resilient. Young carers receive a regular check in to identify if they are coping and further support is provided based on identified need. |
| L | PP All: Homework club offer after school amended due to COVID 19 to Year group days. | Monitoring PP usage |
| J/L | Confidence for Learning and Behaviour for Learning transition days COVID 19 dependant | Students make a positive transition from Year 6 to Year 7 |
| N/O | PP All Implementation of Roll call system to check presentation and equipment so they can fully participate in classes Provision of equipment and uniform to enable students to pass roll call Second - hand shop donations collected | PP students pass daily equipment and uniform checks; aspirations are high for all. |
| J | Resource centre (at cost pricing) Parent pay option | School support to enable easy access to tools for learning- pens, pencils, ruler, etc. |

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| M/ O | <p>FSM provision</p> <p>Vouchers provided during period of lockdown and if a child is self-isolating due to COVID 19</p> | <p>Daily hot meal or access to appropriate foods</p> <p>Children do not suffer from significant food security issues.</p> |
| P | <p>The curriculum offer and assembly programme has been reviewed – learning opportunities to demonstrate the contribution made by different cultures and the diversity of the population are taken and shared with students</p> <p>Teachers look to identify opportunities to invite people from BAME backgrounds to speak within school.</p> <p>Key events promoting cultural, neuro and sexual diversity and heritage are highlighted</p> <p>Examples being Black History Month, Remembrance and Pride.</p> <p>The library supports students to access a wider range of texts and displays regularly promote topics which students may wish to know more about.</p> <p>The school has a lead Autism LSA and an ELSA to provide additional support to students</p> | <p>Children have access to a rich curriculum that offers opportunities to expand their knowledge and understanding of the world.</p> <p>Children of a BAME background feel included and have role models that they can identify with.</p> <p>LGBTQ children feel they can be themselves</p> <p>Children with Neuro diverse conditions feel they are understood and have access to support if required.</p> |