Pupil premium strategy statement – Eggbuckland Community College (WeST)

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (KS3 and KS4)	920
Proportion (%) of pupil premium eligible pupils	32.96%
Academic year/years that our current pupil premium strategy plan covers (3 year)	2024/2025 - 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Heather Lilley- Principal
Pupil premium lead	Jen Childs- Director of Inclusion
Governor / Trustee lead	WeST Nominee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253,033
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£71,950
Total budget for this academic year	£324,983

Part A: Pupil premium strategy plan

Statement of intent

At Eggbuckland, our vision is to be recognised as a great school where students receive a great education, regardless of their starting point. Graduates of Eggbuckland will have the power to understand themselves and the world around them and have the confidence to realise their ambitions; they will be exceptional.

Promoting a strong belief in every student's capacity for achievement is central to our philosophy, which is rooted in assessing genuine need and progress rather than on any assumptions. The impact of disadvantage on learners is varied, changing and not always predictable; we do not rely on assumptions, but instead on robust assessment of need to ensure that our approach is context- and cohort-specific.

We reject the idea that social or financial disadvantage should limit a young person's achievement. Instead, we prioritise high-quality teaching and learning, coupled with a culture of high expectations, so that all students, regardless of background, are challenged to achieve at the highest level and become exceptional graduates.

We are committed to eliminating barriers to achievement for our students through our universal offer, enhanced by individualised interventions based on need, not label.

We leverage all available funding sources and educational strategies to enable and inform our approach.

Nurturing self-belief, belonging and recognising the untapped potential within each student is a cornerstone of our approach. We consciously challenge stereotypes, promoting an environment that champions all learners, especially those more vulnerable.

Our support aims to instil a sense of pride in every student's accomplishments and to inspire a continuous aspiration for even greater achievements.

Inclusive education, for us, is about making sure routines, practices and high quality teaching are in place for all, reinforcing our commitment in ensuring that every student can thrive.

'EVERYONE CAN'

Challenges

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

Challenge number	Detail of challenge
1	**Less likely to make expected progress through secondary school** Nationally and regionally, PP-eligible students have historically made less progress between their Key Stage 2 starting points and their Key Stage 4 outcomes. At ECC, whilst the gap narrowed in 2025 and the A8 of our disadvantaged students and basics 4+ in 2025 was above national , the attainment of disadvantaged students at KS4 does not match that of their peers. This is also true of progress. PP-eligible students nationally and regionally have historically achieved lower Attainment 8 outcomes than their non-PP-eligible peers. As a non-selective state school, we are committed to ensuring that a child's socio-economic background does not predetermine their educational outcomes or future life chances. In pursuit of social justice and equality of opportunity, we continue to challenge ourselves to reduce the attainment gap between PP-eligible and non-PP-eligible students, both nationally and within our school. This remains a key focus, particularly in light of the absence of validated national progress data for the 2024/25 and 2025/26 academic years
2	**Weak Literacy & Reading** KS3 data indicates that disadvantaged pupils have lower levels of reading comprehension than peers. This impacts their progress in all subjects. 2022 Yr 7 entry: Dis at Expected Reading 58% (Av SAS 96) Non dis at Expected Reading 70% (Av SAS 105) 2025 Year 7 entry: • Disadvantaged (PP) at expected reading – 37 students • Average SAS for disadvantaged – 105 • Non disadvantaged at expected reading – 94 students • Average SAS for non-disadvantaged – 112

3	**More likely to require pastoral support** Our assessments, observations and discussions with students and families have identified social and emotional issues for many disadvantaged students, such as anxiety and low self-esteem. This can lead to disaffection, a lack of self-regulation and disengagement. 2025/6: Around 80% of students discussed at Student of Concern meetings and High needs have Pupil Premium indicator. Internal data and observation indicate that disadvantaged students may not always have the confidence, motivation or support- financial or otherwise- to access the full range of curricular and extracurricular opportunities available to them. Recent evidence (2024-25) indicates that attendance at parents' evenings and school events is lower for families of disadvantaged students than for those of non- disadvantaged students. Supporting our most disadvantaged pastorally and strengthening school-family partnerships is a significant challenge.
4	**Lower Attendance** Attendance among disadvantaged students has been lower than for non-disadvantaged students. Dec 25: Whole school attendance 90.8%, FSM attendance is 84.2% - 6.6% lower. Persistent absence 27.6% for the whole cohort, FSM PA 48.5% of the FSM cohort – 20.9% higher. 24/25 data: Whole school attendance 89.4%, FSM attendance is 82.4% - 7% lower. Persistent absence 30.2% for the whole cohort, FSM PA 50.9% of the FSM cohort – 20.7% higher.

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 among disadvantaged pupils across the curriculum at the end of KS4.	Between 2023 and 2024 the gap widened. In 2025 the gap narrowed significantly and both A8 and 4+ Basics were above National for our disadvantaged learners. By 2027, 5+ Basics should also be above national for our disadvantaged learners and the attainment and progress gap should be significantly reduced or eliminated.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading assessments demonstrate significant improvements in scores for the disadvantaged. This is continuing at a faster rate than in 23/24. 24/25 saw school-wide adoption of literacy interventions and reading programmes (Fresh Start, Lexia, YARC, Fluency, Language Link). By 2027 we intend that the attainment gap to be effectively tackled during KS3 so that it no longer exists at KS4.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of engagement by 2027 as demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • A reduction in the percentage of behavioural sanctions applied to disadvantaged students.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced year on year and to at most 2%. • The gap for persistent absence among disadvantaged pupils compared to their non disadvantaged peers at least halving.

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: **£ 98,073**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half termly Quality Assurance Cycles within Curriculum Teams, with an explicit focus on PP.	EEF Pupil Premium Menu A School's Guide to Implementation | EEF	1, 2
Continued development and refinement of the College Universal Offer and associated CPD. Teacher Development model CPD entitlement for all staff to improve the quality of teaching in the classroom against the Principles of Great Teaching. CPD on 'Supporting the Most Vulnerable' in the classroom, focusing on evidence informed PP focused seating plans and well-trodden paths. Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the	EEF implementation guidance highlights that sustained improvement in teaching practice requires high-quality professional development and effective implementation. The EEF Guide to the Pupil Premium identifies teaching quality as the strongest lever for improving outcomes for PP-eligible students. Effective Professional Development | EEF A School's Guide to Implementation | EEF	1, 2

use of standardised assessments.		
A trained SENDCo sitting on the Leadership team employed with explicit focus in championing the experience PP students have at ECC. Outcomes still the number one priority, with clear understanding of wider needs and context.	Senior Leaders with responsibility for the quality of outcomes of students means that there is accountability being driven	1
Associate Assistant Principal employed to improve quality of outcomes at KS4 for PP students		
Teaching staff employed to support non-teaching support staff to provide academic support and mentoring to our most vulnerable students	EEF guidance highlights the importance of structured mentoring, targeted guidance and transition support in improving engagement and long-term outcomes. Supporting aspiration and informed decision making can positively influence progress and post-16 pathways. Mentoring | EEF	1, 3, 4
Purchase of standardised diagnostic assessments through our Trust including NGRT and Language link.	Standardised tests (NGRT, CATs etc)can provide reliable insights into the specific strengths and weaknesses of each student 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
Developing metacognitive and self-regulation skills in all pupils. The work of the staff in the 'Compass' to enhance this and reduce repeated behavioral incidents for the most vulnerable.	Teaching metacognitive strategies to students can be an inexpensive method to help pupils become more independent learners. Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF	1, 3
Homework (ClassCharts, Educake and Sparx) & associated seating plan/behaviour package to ensure that staff at all levels are aware of all sub-groups,	EEF toolkit- Homework- EEF +5 Months EEF toolkit- Individualised Instruction- EEF +4 Months	1, 2, 3

including disadvantaged students, in their classes and that up to date performance data is always available. Class Charts notes function to be utilised by staff to enable them to know every child (with an explicit focus on Pupil Premium students) in each class and plan for their needs. '360° plans' available for sharing key information for PP students or those who have known barriers to learning where needed. Staff to set frequent and meaningful homework that builds on prior learning, incorporates retrieval practice and is interleaved to support	USING DIGITAL TECHNOLOGY- Guidance Report Technology and other resources focussed on supporting high quality teaching and learning- Pupil Premium Menu	
Established tutor programme. Guided reading programme to ensure students are read to seven times for a duration of twenty minutes over two weeks.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 2

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

Budgeted cost: **£62,270**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the School Led Year 11 Period 6 and 7 revision program to provide a blend of tuition, mentoring and school-led teaching. A significant proportion of the pupils who have access to period 7 sessions will be disadvantaged, including those who are high attainers. Small group interventions by existing members of staff to address gaps in learning. Specifically, in English and Maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF EEF guidance indicates that providing structured opportunities for additional learning time can support attainment, particularly for pupils who may otherwise face barriers to access. Removing logistical barriers supports engagement and sustained participation	1, 2, 4
NGRT testing is used systematically across Years 7 to 11 to diagnose reading needs and trigger appropriate EEF evidence shows that targeted literacy interventions, including phonics and reading comprehension approaches, can 2 intervention. Targeted Lexia and Read Write Inc. Phonics interventions are implemented for identified students, supported by funded in house literacy and phonics staff to increase early intervention capacity. Use of TA's to implement reading strategy as directed by AAP for Literacy.	Education Endowment Foundation | EEF Reading comprehension strategies | EEF One to one tuition | EEF	2

KS4 targeted intervention on English & Maths 5+%	Small Group Tuition- EEF Toolkit One to one tuition- EEF Toolkit	1, 2
Effective Teaching Assistant deployment within the classroom. Comprehensive Teaching Assistant CPD programme led by new Director of Inclusion and Trust Inclusion team. Access to SEND supported independent learning space overseen by learning mentor to support students in catch-up, pre-teaching and revision.	Teaching Assistant Interventions	1, 2, 3
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Continued employment of the Literacy Lead who sits on the leadership team and who leads the new appointed HLTA Literacy and the Library/Literacy coordinator.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 2
Recruitment of a Numeracy HLTA.	Numeracy interventions evaluated by the Education Endowment Foundation (EEF) generally show a positive impact on disadvantaged pupils, with targeted, one-to-one approaches yielding the most significant benefits. For those not secondary ready, one-to-one with the literacy TA will accelerate progress and confidence.	1
Year 11 Tutor Time Maths and English sessions provide additional, responsive support to consolidate learning and extend understanding. Grouping is fluid and	EEF evidence suggests that disadvantaged pupils may benefit more from additional school time when it is used effectively. Targeted academic support delivered in small groups or through structured additional sessions can support progress in core subjects.	1

informed by mock examinations and regular assessment, with PP-eligible students prioritised for targeted intervention.	Extending school time | EEF Small group tuition | EEF	

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

Budgeted cost: **£164,640**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to embed principles set out in DfE's Working together to improve school attendance - GOV.UK. Attendance/support officers are appointed to improve attendance including recruitment of a Senior Teacher to support Attendance and Student Movement.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Attendance Interventions, Rapid Evidence Assessment- EEF	4
PP mentoring for Year 11 students is provided by a designated senior leader to build aspiration, confidence and resilience, with a particular focus on attendance. Senior leader to carry out first day attendance calls for all mentees.	EEF guidance highlights the importance of structured mentoring, targeted guidance and transition support in improving engagement and long-term outcomes. Supporting aspiration and informed decision making can positively influence progress and post-16 pathways. Mentoring | EEF	1, 4
The 'Compass' provision and a robust, fair and consistent, Behaviour Policy with routines explicitly taught to all students.	Attainment and progress are underpinned by the learning environment. Ensuring that the College is 'disruption free' benefits the whole community including students who are disadvantaged,	3,4
Period 6 and 7 for Year 11 students	Extending school time- EEF toolkit	1, 2
Recruitment of an additional Pastoral Leader to support the enhanced pastoral support of students across all year groups, providing greater resource to support those most vulnerable.	Proportion of support staff in the workforce at ECC was in the lowest 20% nationally – this indicates that ECC was lagging behind in non-teaching support for students. The EEF guide to the pupil premium outlines the need to ensure that a focus on teaching and learning strategies is at the forefront of school's planning to	1, 2, 4

We will also fund a non-teaching DSL who will work closely with the pastoral team and through Students of Concern meetings to identify and address wellbeing, pastoral and safeguarding issues affecting disadvantaged learners.	address disadvantage, but that this is underpinned by (and works in tandem with) robust and effective pastoral provision. https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	
Academic and Pastoral Mentoring program. Two dedicated staff members to conduct regular mentoring sessions with students in need of support and intervention.	Mentoring- EEF Toolkit	2, 3, 4
Behaviour Coaching interventions. 6 week SEMH program including identifying, scaling and regulating, led by Pastoral leaders. Weekly behaviour coaching sessions conducted with selected students.	Improving Behaviour in Schools: Evidence Review 2019	1, 3, 4,
All PP students are supported to acquire a Work Experience placement to increase aspiration and ensure engagement, preparation for this starts in year 7 with 'Future Fridays'.	Asipiration Events- EEF Toolkit	1, 3, 4
Activities week subsidy for specific PP sub groups where financial considerations might inhibit the range of choices available. Inclusive booking systems and support for PP families who may need guidance to access the systems and utilise their subsidy.	Clear benefits attached to being able to experience these opportunities, from social interaction to cultural experiences	3, 4
Finance support for PP families on visits and trips		3, 4

Finance support for PP families for peripatetic music lessons		
Priority engagement strategies support parents and carers of PP-eligible students, including targeted booking of parents' evenings, enhanced careers communication and ongoing positive contact celebrating success.	EEF guidance indicates that effective parental engagement can lead to meaningful gains in pupil progress. Targeted and proactive approaches support stronger school-family partnerships. Working with Parents to Support Children's Learning | EEF	3

Total budgeted cost: £324,983

Part B: Review of the previous academic year (2024-25)

This section details the impact of our Pupil Premium strategy and associated activity against our intended outcomes on disadvantaged students during the 2024/25 academic year. For reference, there were 36 students eligible for the Pupil Premium in the Year 11 cohort who sat their GCSE examinations in 2025.

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4,	Between 2019 and 2022 the gap between disadvantaged did narrow but is still evident. By 2024 this should be zero in terms, attainment, and progress.	
	December 2024	**December 2025**
	Improvements made in progress and the gap is narrowing. P8= -0.71 A8 = 27.5 E/M 5+= 6.7% E/M 4+= 16.7% The 'gap' now sits at 0.41. This is broadly in line with last year, however the average grade of students has increased to 3.61.	Continued improvements in E/M 4+ with some ongoing work needed for E/M 5+. P8 = N/A A8 = 35.8 E/M 5+ = 19.4% (+12.7%) E/M 4+ = 50.0% (+33.3%) Attainment focus for disadvantaged improved significantly due to changes and CPD on our strong universal offer and focus on quality teaching and learning. Focus on 5+ continues to be a priority.

Intended outcome	Success criteria
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate significant improvements in scores for the disadvantaged. We intend that the attainment gap is tackled during KS3 so that it no longer exists at KS4.

	December 2024	December 2025
	NGRT data can be cross referenced with a strong, coherent reading programme and evidence of an ambitious curriculum in place with Literacy at its core. We continued to look for areas of improvement. PP data in Year 9 was concerning. However, the appointment of a new intervention staff member to conduct interventions with students who are <90 SAS looked to address this.	NGRT data continues to show impact of literacy strategy. This includes the increase in reading ages for PP students who have accessed the intervention program, the tutor reading program where students in key stage 3 have now read over 1 million words and the disciplinary reading strategies within classrooms. We continue to focus on improving students who are <90 SAS but the impact of the Freshstart program has seen significant individual successes. To further impact the progress of our PP students we have now begun the reading fluency program and initial data suggests this is also positively impacting our PP student's access to the curriculum.

<table>
<tr><th>Intended outcome</th><th colspan="2">Success criteria</th></tr>
<tr><td rowspan="3">To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</td><td colspan="2">Sustained high levels of engagement by 2024 as demonstrated by:
qualitative data from student voice, student and parent surveys and teacher observations.
a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
a reduction in the percentage of behavioural sanctions applied to disadvantaged students.</td></tr>
<tr><td>December 2024</td><td>December 2025</td></tr>
<tr><td>23/24
Removals= 44.7% of students removed are PP. This had decreased by just over 5% from last year.

Time outs= 36% PP
This is a decrease of 10% from previous year and is broadly in line with our population percentage of PP.
Suspensions= 66% PP. Significantly higher than non PP peers.</td><td>24/25
Removals
PP= 44%
Non-PP= 56%

Suspensions
Non-PP: 46%
PP: 54%

Removals and suspension for PP students are reducing against their non-PP peers.

Time outs now reduced by 50% to teacher discretionary pass to reduce student ‘internal truancy’ or ‘opting out’.
Of the students who now have access to ‘time out’ this has risen back to 46% = PP.
This reflects the ongoing commitment to reduce timeouts overall yet recognise the additional support our PP students sometimes need. This is the case over 50% of these students also have EHCPs and all of the remaining students are high needs SEND K students. The Overall reduction of TO use</td></tr>
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		on previous review window reflects our commitment to ensuring PP students remain in lessons with subject specialists.

<table>
<tr><th>Intended outcome</th><th colspan="2">Success criteria</th></tr>
<tr><td rowspan="3">To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</td><td colspan="2">Sustained high attendance by 2024/25 demonstrated by:
The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%.
The percentage of persistent absence among disadvantaged pupils being no more than 1% lower than their peers.</td></tr>
<tr><td>December 2024 (23/24)</td><td>December 2025 (24/25)</td></tr>
<tr><td>College attendance= 88.5%
PP= 80.3%

The gap has increased to just over 8%. This is disappointing. Appointment of a dedicated member of LT to attendance to drive strategy forward.

PA
All pupils: 33.6%
PP: 60.7%</td><td>College attendance= 89.4%
PP= 82.4%

PA
All pupils: 30.2%
PP: 50.9%

We are now seeing a relative improvement of attendance but the gap remains the same. For PA, we have seen a decrease for all pupils and almost a 10% improvement for those with disadvantage.</td></tr>
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