

HEAD TEACHER'S REPORT

March 2019



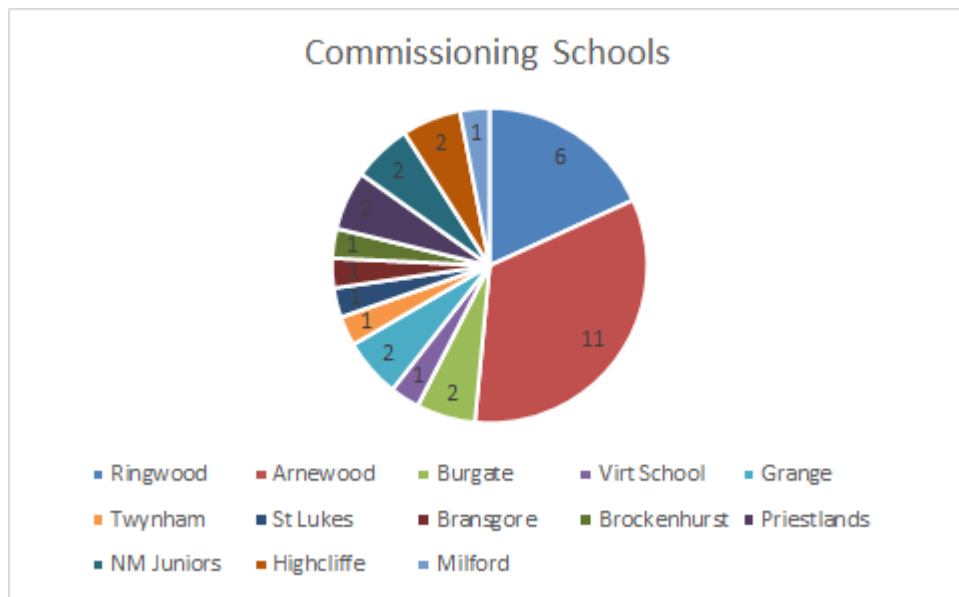
Nigel Himmel

**The Eaglewood School Local Governing
Body**

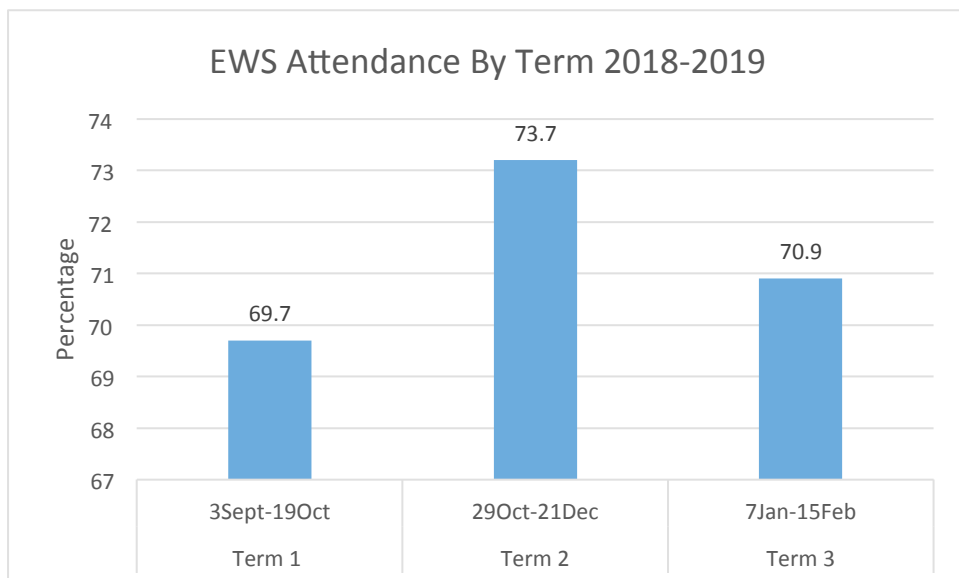
School Roll

We currently have 33 students on role, in buildings designed for 30. This has been as high as 35, but we have had two recent reintegrations back to mainstream; one to Highcliffe and one to New Milton Junior School.

I am still receiving applications each week, which I am trying to manage in order to keep Eaglewood as the first point of call for anyone requiring an Alternative Provision solution. I am also currently working with St Ives and Fordingbridge Junior Schools advising them on pupil placements. We will have more space once our Year 11s leave us in May.



Attendance



As previously discussed, the attendance tends to start low as new students join us and steadily increase throughout the year. We do normally have a slight slump at the start of each half term.

Attendance is still not as high as we would want, but a lot of this is due to us offering a number of students part-time provision while they await specialist provision; for example, student X (LH) Term 1 36.1% or student Y (TF) Term 1 44.1%.

Due to the extreme nature of these student's behaviours, they require 1:1 support while they await specialist provision placements and due to our staffing numbers, we can only offer this on a part-time basis. This unfortunately reflects our attendance figures, but without Eaglewood School, these students would have no education at all and would be significant safeguarding risks.

We also have 3 students currently not able to attend school due to significant mental health issues. These students are now receiving their education via the Hampshire Place2Learn online scheme. This also negatively affects our attendance figures.

The attendance appears low compared to a mainstream or an Ofsted target of 95%; however, the average national percentage for alternative provision is 66%. Also, it is worth pointing out that 82% of our students have better attendance at EWS than their home school attendance, which is perhaps, a truer benchmark by which to assess ourselves.

Academic Outcomes and Destinations.

Our Star Assessment package has been a real asset for us and is still an incredibly useful baseline assessment tool. It is also very powerful tracking system for progress at KS2 and 3. Teachers are still using the suggested skills and topic reports to create individual learning programs for many of our students. However, we have recently felt that it lacks the accuracy we need for our KS4 students especially in relation to the GCSE examinations. Due to this, we have changed to a more traditional teacher assessment grade for this. So all future reporting at KS4 will show Target Grade, Predicted Grade and Current Working Grade.

Our daily working spreadsheet shows you our structure and student identifications. Tab 2 is our provision map which shows all the interventions our students are receiving to help them with their learning. Tab 3 or ABC shows at a glance the make-up of each student, SEN status, attendance, behaviour tracking and progress all on one page. This allows staff to really get to know the data behind each child and plan accordingly.

Destinations

Each of our Year 11 students will be fully supported with their Post-16 option decisions. Debbie Smart, our careers expert, is working hard with them and their parents to ensure they all have a realistic Plan A and Plan B for September (see attached destination sheet). Unless restricted by diagnosed mental health issues, we do not envisage having any NEET students next year (not in education, employment or training).

[Post 16 Provisional Destinations](#)

Teaching and Learning

Outdoor Education is now major part of the EWS curriculum and something we have been working hard to include in the timetable for a while. We fundamentally believe that time spent in a worthwhile activity outside of the classroom will reap rewards in the classroom with raised self-esteem, encouragement for students to cooperate as a team and a new found enthusiasm for learning. We have successfully linked with the Avon Tyrell activity centre in Bransgore and with the help of some financial bursaries, think we have found a cost effective Outdoor Education Provider.

The pilot program will run for 5 weeks with a younger group of students on Monday afternoon and the older group on a Friday. Avon Tyrell are very excited at the prospect of working with us to develop a program to meet our needs, to challenge and explore and ultimately provide further learning opportunities for our students.

We are very keen to extend this going forward, as so many of the characteristics the activities offered can help our students; resilience, self-awareness, communication, motivation, self-confidence, group dynamics and leadership to name just a few.

[AT Learning Objective Matrix](#)

Tutor Time has had a complete overhaul this term, with a consistent structure put in place for each class. Each day students will engage with a different activity designed to increase and diversify their learning. Monday is our whole school assembly which is led by senior staff and includes reward and student feedback sections. Tuesday, Wednesday, Thursday and Friday alternate between: - Reading Plus, Picture news, Tutor Choice and SMCS topics. This will allow all students to work on their reading and literacy as well as covering the PSHE and British Values topics required to be delivered by schools.

[Picture News Topics](#)

Leadership and Management

We secured the services of John White (CEO, Delta Trust - specialist AP MAT), an experienced Alternative Provision Head Teacher and Ofsted inspector to come and spend the morning with the Senior Leadership Team and CoG to discuss our Ofsted preparations. The 6th February 2019 visit and subsequent report was discussed at length.

The extended visit was used to provide an independent review of school management provision and structure, educational support, curriculum, governance structures and pupil outcomes. The SEF/SDP was discussed in detail with a focus on Ofsted requirements and valuable advice offered relating to evaluation of impact and improvement actions and how best to present this succinctly and effectively. Documentary evidence derived from the various management systems developed was used to assess Pupil Outcomes; Attendance; Destinations and Pupil's Emotional Wellbeing and Behaviours. Across these areas the report highlights significant progress and is complimentary of the considerable progress made in securing a good standard of education for Eaglewood pupils and that systems and processes that have been implemented over the last 12 months were working well.

The report did highlight a Governance line management concern related to the MAT and in particular effective professional supervision/mentoring capability to support the development of the HT. It was a really useful visit and certainly made us all feel a little less worried about the impending inspection. His report is attached and although it was not really an inspection, I am happy with the amount of times he uses the word GOOD in his report.

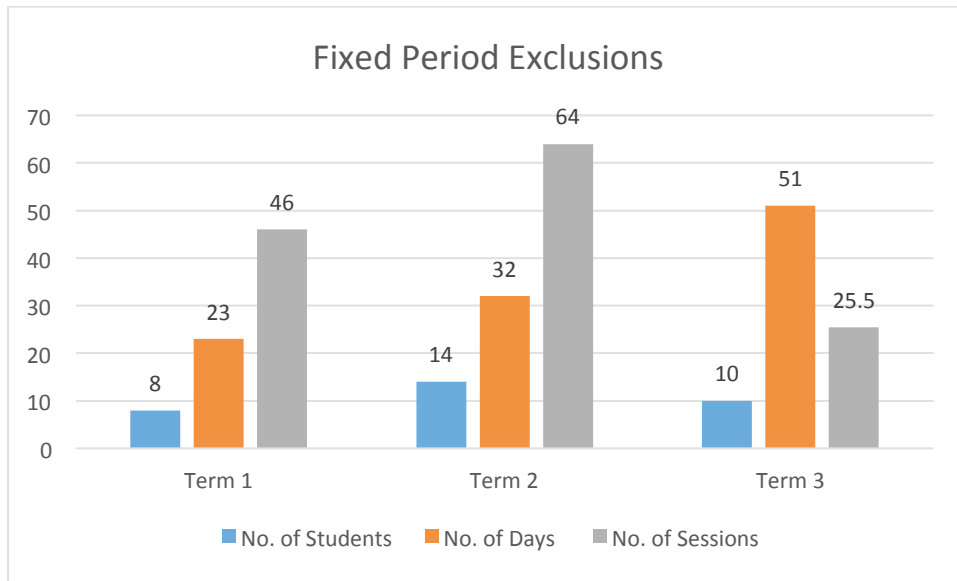
[J White \(Delta MAT\) Report](#)

Sue Phillips and Sean Rushton (DfE) are due to visit on the 22nd March.

Staffing: I am pleased to announce the appointment of Lara Young as SENCo for the next academic year. Lara has spent the last 15 years at Ringwood school and has become the county leader in Looked After Children. She is keen for a new challenge and has agreed to Join us in May to take over from Caroline Tewkesbury who has decided that the SENCo role is not for her. Lara comes with a host of transferable skills and is a qualified Yoga and mindfulness coach.

Funding: The DfE has agreed to fund Eaglewood for 50 students next year. This should allow us to run in the black next year. This year with only 30 students, we will have incurred a loss. The year after with 65 funded places should ensure we make a small surplus each year.

Behaviour and Safety



Behaviour being the second core value and in most cases the primary reason for most of our students being with us.

By comparison with last year, these figures have improved. However, we should remember we have a number of new students each with a new set of expectations at Eaglewood School. This increased rigour and expectations of our students is important to build the habits necessary for successful reintegration. Clear guidance of expectations especially to our older students now sets the bar high and will influence our younger students as they move through the school.

Relationships and routines are well established, but we continue to note issues at unstructured times breaks and lunch. We also note the frequencies and trends of poor behaviour. Despite our ‘predict to prevent’ soft starts after the longer holidays, we also note a trend of poor behaviour 3 days in from a half term.

Pupil Premium

Caroline Tewkesbury has been tasked to review and design our Pupil Premium strategy and this is still very much a work in progress. However, she has now written our own Eaglewood Pupil Premium Policy and this will be uploaded to the web site once approved by ESLGB.

[Pupil Premium Policy](#)

Ofsted Preparation

We continue to work constantly at preparing the school for its upcoming Ofsted inspection. The visit from John White was really useful and he has given us some clear pointers on areas for development; these concentrate around how we show and publish our headline data. This is something that is very new to me, so I would appreciate any help you may be able to give me on this.

The SLT are also very conscious of staff workload and are looking at reducing the amount of times per year we report home to parents and commissioning schools. We are currently meeting parents three times a year, sending three full reports and three half term progress check style reports. I would like to reduce this and we are currently discussing the implications of this.

We have also purchased the Picture News and Reading Plus online packages to help reduce staff planning work for the new tutor time structure.

Staff circle continues termly with the Hampshire Educational Psychologist; this gives staff a confidential forum to discuss issues causing concern.

All students this week are being given a target setting sheet for each subject. This will be stuck in the front of each of their exercise books and will allow them to fully understand, where they need to be, where they are and what they need to do to close the gap in their learning. KS4 students will also be able to see really clearly how they are working in relation to their potential.

[Student Target Setting Templates](#)

Provisional post 16 destinations 2019

<u>STUDENT</u>	<u>PLAN A</u>	<u>PLAN B</u>	<u>APPLIED</u>	<u>INTERVIEW</u>	<u>OFFER</u>
V Conway	Fareham L2 Mechanics or childcare	Eastleigh	Yes to A	waiting	
D Goudie	Brock L1 Marine Eng		ongoing		
L Hall	Apprenticeship	Public Services course	No		
C Hughes	Army		Yes	waiting	
S-L Lightley	Sparsholt Equine L2		Yes	yes	conditional
J Littlechild	Bournemouth & Poole Construction				
F Minns	Communication sent to Dad asking for meeting to discuss				
W Short	Totton L2 Motor Vehicle Mechanics		yes	yes	?
M Stapleton	Totton Music L2		yes	waiting	
Sophie Mckormack-Forbes	BrocUniformed public services L3		yes	waiting	

Learning Objectives Matrix

All our activities provide the below Learning Outcomes

Curriculum Linked | Life Skills | Fun | Outdoor Adventure | Outdoor Learning

Activities also support more specific Learning Outcomes and the below matrix will help you identify which activities will best support your aims.

* **Low**
 ** **Medium**
 *** **High**

		Character Building						Group Dynamics	Leadership	Enviro Awareness	Skill Development	Wellbeing	Challenge & Risk
		Resilience	Self Aware	Communication	Motivation	Self Confidence	Receptive						
Experience	Abseiling	***	***	*	***	***	**	*	*	*	**	**	***
	Archery	***	**	**	**	***	**	**	*	*	***	**	***
	Canoeing	***	**	***	**	**	**	**	**	**	***	**	**
	Climbing	***	***	**	**	***	**	**	**	*	**	**	***
	Forest Schools	**	***	**	**	***	**	**	**	***	**	***	***
	High Ropes	***	***	**	***	***	**	**	**	*	**	**	***
	Kayaking	**	**	**	**	***	**	**	*	**	***	**	***
	Sit on Top Kayaks	**	**	**	**	***	**	**	**	**	***	**	***
	Mountain Biking	**	**	**	**	**	**	**	*	**	***	***	***
	Pedalo	*	*	**	*	*	**	*	**	*	*	*	**
	Raft Building	***	**	***	***	***	**	***	***	**	***	**	***
	Stand up Paddleboarding	***	**	**	***	***	**	**	**	*	***	**	***
	Tree Climbing	***	***	***	***	***	**	**	**	**	**	***	***
	Zip Wire	***	***	*	***	***	**	*	*	*	*	**	***
Learn	Adventure Course	**	**	***	**	**	**	***	***	*	*	**	**
	Animal Tracks	*	*	**	**	*	**	**	*	***	**	*	**
	Team Skills	***	***	***	**	***	***	***	***	*	**	**	**
	Bushcraft	***	**	**	**	***	**	**	***	***	***	***	***
	Discovery Walk	*	**	**	**	**	**	**	**	***	*	**	**
	Trust Walk	***	***	***	**	***	**	***	***	*	*	**	**
	First Aid	**	*	**	*	***	**	*	**	*	***	**	**
	Shelter Building	**	**	***	**	**	***	***	***	***	**	**	**
	Ice Breakers	***	***	***	**	***	***	***	***	*	**	**	**
	Low Ropes	***	***	***	***	***	**	***	***	*	*	**	***
	Mini Beasts	**	*	**	**	*	**	**	**	***	*	**	**
	Forest Walk	**	**	***	***	***	**	***	***	***	***	***	***
	Pioneering	***	**	***	**	**	**	***	***	*	***	**	**
	Pond Dipping	**	*	**	**	*	**	**	**	***	*	**	**
Develop	Campfire	**	**	*	**	***	**	**	**	**	*	**	**
	Disco	*	**	*	**	***	*	*	*	*	**	**	*
	Egg Drop	**	**	***	**	**	**	***	***	*	**	**	**
	Generation Code	***	**	***	**	***	**	***	***	*	***	**	**
	Night Walk	***	**	**	**	***	**	**	*	***	*	**	***
	Geocaching	**	*	**	**	***	**	**	***	**	***	**	**

Activity Package Categories

Spring Part 1 2019

Week	News story	Focus question	British value
7 th January	Thousands of people had their Christmas travel affected by disruption at London Gatwick airport. The airport's runway was shut down for more than a day after what were thought to be drones were spotted flying over it.	Should drones be banned?	Rule of Law: Drones can be lots of fun if used correctly, but if they aren't used safely, they can be very dangerous. There are laws for drones, that we all must follow to help keep everyone safe.
14 th January	Britain is set to leave the EU on the 29th March this year following the referendum in June 2016. This week, over two hundred Members of Parliament have signed a letter to the Prime Minister asking her to rule out a no-deal Brexit, to try to protect jobs and manufacturing.	Should our leaders make key decisions, or should we all have a say?	Democracy: Voting is the most fundamental right in our democracy. Citizens care deeply about their countries and it is important they get the chance to obtain the best possible information to make their choices.
21 st January	A recent report by United For All Ages, claims that bringing young and older people together can tackle many different issues including loneliness and wellbeing.	Should we spend more time with people who are older than us?	Mutual Respect: Our communities and families are made up of people of all ages. We can all benefit and learn from spending time with those who are both older and younger than us.
28 th January	The Soil Association, the UK's leading food and farming charity, has criticised the government's £40million scheme to get school children to eat more fruit and vegetables. It argues that it is 'actually putting them off their greens'.	Should all children receive free fruit at school?	Individual Liberty: It is important to eat a balanced diet to stay healthy. Throughout our day, we will often make choices about the food we eat. We can use these choices to make sure we eat a wide range of foods to keep us well.
4 th February	British tennis player, Andy Murray has been beaten in what might have been his last ever match. He lost in five sets to Roberto Bautista Agut in the Australian Open first round. Speaking about the match, Murray said "If this was my last match, it was an amazing way to end. I gave everything I had - it wasn't enough tonight."	Is there a time when giving up is the right thing to do?	Mutual Respect: At times, people may need to make difficult decisions about their work or things they enjoy doing. This may mean giving up something we love and needing to change direction. We must respect these decisions, as sometimes things are out of our control.
11 th February	The Department for Education has announced that employees from retailers including shoe shop Clarks and newsagent WH Smith will be trained to speak to children as part of a drive to improve early language skills.	Is it everyone's responsibility to help us learn?	Tolerance: We can learn a lot from people who have different experiences from our own. It is important to show an openness to learning from and speaking to others in all kinds of places!
18 th February	At least 35,000 school children took a day off school and braved cold and rain in Brussels to demand the Belgian government and the European Union increase their efforts to fight climate change at the end of January.	Is it ever acceptable to take time off school?	Rule of Law: There are rules and laws in place to ensure we all receive an education and have the opportunity to go to school. The rules are in place to benefit us all.

Summary Report follow visit to Eaglewood School on Feb 6th 2019

Dear Nigel

Thank you for your hospitality when I visited you at Eaglewood. Please also thank David (CoG) and John (DHT) – their input was very useful and helped me to form an opinion of where you are in terms of leading the school towards its first inspection. Below are my notes that cover the areas we talked about.

You started by giving me some context around the journey the school has been on since opening two and half years ago. You joined the school in Jan 2018 as the headteacher (along with your DHT), replacing the then current leadership team. The school was at that time, from what you told me, failing to provide most of the things we would expect from a good school. Since then, you have worked hard, along with your Chair of governors and DHT to put in place structures, systems and processes that have resulted in a school which, from what I saw on my visit, was providing a good standard of education to its pupils.

During the four or so hours I was with you, we looked at the following documents:

- SEF
- School Development Plan (SDP)
- Pupil progress data (academic)
- Pupil progress data (emotional)
- Attendance data
- Attainment data
- Destinations data

Additionally, we discussed your curriculum, governance structures, and a number of pupil case studies.

SEF and SDP

You and your DHT have written a comprehensive SEF and SDP. The two documents are separate and both of considerable length (34 pages in total). We discussed the purpose of the documents and how they are used, particularly how they translate into action and impact. Whilst you and your DHT were able to explain this, I felt that without your explanation and somewhat due to their length and separate nature it was hard to make a clear link between your analysis of the school's performance and the actions you're taking to develop and improve that performance. The colouring of the SDP in order to indicate priority did help though.

When I asked you about the school's strengths and weaknesses and actions to address them, you were able to clearly articulate the top three priorities and the reasons for them. This prompted me to question whether you are spending more time writing your SEF/SDP than using it – it should be a written expression of your thoughts and strategies, not something separate that you write to satisfy others (although it should show your thinking to others). I'd recommend that you and your governors may want to review the purpose and processes behind the SEF/SDP as it may also be having an impact on your workload and wellbeing.

I would also recommend that you consider combining the SEF and SDP into one document that shows your evaluation and actions more clearly linked. Many schools take this approach these days and I can send you an example. Lastly, I think it would help to shorten the documents. This may take some work to do but it could be valuable in clarifying the things that need to be included and

more importantly the things that don't (the distractions) – talking this through with someone might help.

Pupil outcomes

We looked at a range of documentary evidence that shows how well pupils are doing in the school. You also showed me around the school and I took the opportunity to talk to several pupils. I also looked at a number of pupils' books.

From what I saw, the evidence suggests that the pupils at the school are making good progress and achieving what they need to in order to successfully transition to the next stage of their lives, whether that be back to mainstream school, on to college/apprenticeships, or in to other specialist provision.

Your systems of benchmarking and assessing pupils' progress, both academically and emotionally, are developing well. As we talked about, I would recommend you spend some time thinking about the analysis of the data you collect on pupils' performance in order to inform your SEF/SDP – it is particularly important to analyse this for specific groups of pupils (disadvantaged, SEN, girls, boys, high and low prior attainers etc).

Attendance

You showed me that pupils attend school regularly and also that the majority have a higher attendance than before they joined you. You also had good evidence that when pupils don't attend, you are able to put in place effective interventions to get them back on track. It might be helpful to exemplify some of this effective practice through one or two case studies.

Destinations

You had good evidence that when pupils leave your school, they are well prepared and go on to be sustainably successful wherever they go. This was also evident when I spoke to pupils – one boy explained how the things he was doing at school had got him a place at Sparsholt college – he was clearly happy about this. I think we were in agreement that this is probably the most important measure of the success of the school and you should make the most of this.

Pupils emotional wellbeing and behaviour

I was impressed how well you look after and develop your pupils' emotional wellbeing. As I walked round the school, visited classrooms and spoke to pupils, they appeared happy, well behaved and actively engaged in learning. This was particularly impressive when knowing the background circumstances of some of the pupils and the progress they had made.

Governance

We talked with your Chair of Governors (who is also a Trustee on the MAT Board) about how the GB hold you to account and in particular how they provide 'challenge'. Whilst you told me that this happens, we discussed the need to be able to evidence this. I suggested that one way of doing this is for your clerk to identify (possibly using different coloured text), questions in GB meetings addressed to the HT and the subsequent responses.

One thing related to governance I was concerned about was how the Trust structure supports you as a HT of one of its schools. From talking to you, I was not clear that you have a line-manager – this role is important in order to hold you to account (and tell you when you're doing well), allow you to explore strategic ideas and to provide 'professional supervision'/mentoring/coaching. This role would normally be fulfilled by the CEO/Exec HT role in a MAT. You have a supportive Chair of Governors but he cannot perform both roles. As a new and relatively inexperienced HT, addressing this should be a priority for your governors/trustees as it will allow you to develop professionally and in turn be more effective. I realise that this could be a sensitive issue and I would recommend talking to David about it.

In summary

As I said when I visited, I think you have made excellent progress over the last year in securing a good standard of education for you pupils. You have developed many of the systems and processes necessary, whilst at the same time learning to be a HT, which is not to be underestimated. You have, or are developing, all the 'ingredients' you need to run the school effectively and are starting to put these together in the right way. The right support and guidance would enable you to do this even more effectively.

John White

11.02.19

I will send you the following documents:

- Website content checklist
- An example combined SEF/SDP
- An example of some summary, analysed data (broken down into groups)

Eaglewood School Pupil Premium Policy

An Introduction to Pupil Premium

Introduced in 2011, the 'Pupil Premium' is a sum of money given to schools each year in the aim of improving the progress and attainment of disadvantaged students. Its implementation was based on research showing that children coming from low income families perform less well at school than their peers. Such children can face challenges such as poor language and communication skills, a lack of confidence in the school setting, and issues with attendance and punctuality. The Pupil Premium is therefore intended to directly benefit those students who are eligible, helping narrow the gap between them and their non-deprived classmates so that they are supported in reaching their optimal potential, both at school and in the wider community.

In the 2018 -19 academic year, schools will receive Pupil Premium funding for each student registered as eligible for Free School Meals at any point over the last 6 years (£1,320 for pupils in Reception through to Year 6, and £935 for pupils in Year 7 – 11). Schools will also receive Pupil Premium funding (£2,300) for each pupil identified as having been in local authority care for 1 day or more, including those who have now left that care. Funding for these pupils does not go directly to the school that they attend but instead is managed by the Virtual School Head in the local authority that looks after the child.

Eaglewood School's Principles for Pupil Premium

Here at Eaglewood School, all members of staff, along with our dedicated governors, are committed to improving the life chances of every young person on our roll, and strive to meet their social, emotional and academic needs. We therefore have high expectations for those students recognised as 'disadvantaged' and use Pupil Premium to raise their attainment and narrow the gap between them and their peers. We believe that a measure of our success is how we treat pupils who are on the margins, and how these pupils perform. Though Pupil Premium funding can't guarantee complete equality of outcome, our principle is to use it as effectively as possible to give every student the same opportunities to succeed.

Overall Objectives

Eaglewood School will ensure that the Pupil Premium funding it receives will make a significant impact on the students for whom it is intended, while simultaneously having a positive effect on all of our pupils. We therefore focus on using the funding to improve the quality of teaching and learning across the curriculum, targeting the Pupil Premium on the classroom so as to maximise its impact. Furthermore, we aim to carefully identify the extremely varied and complex barriers to learning that disadvantaged students face, and to tailor Pupil Premium funded activity towards specific students so that these barriers can be overcome. Informed by evidence, we will implement carefully planned strategies in order to provide high quality support to Pupil Premium students. We will closely monitor the quality and impact of Pupil Premium activity, evaluate its effectiveness and make changes as and when necessary. The Leadership at Eaglewood School recognises its vital role in ensuring that Pupil Premium funding is used as effectively as possible, and in ensuring that disadvantaged pupils have a high profile across the school.

Effective Use of the Pupil Premium Funding

In the 2018/19 academic year, we expect to receive in the region of £15,000 for Pupil Premium students. This is paid in three termly instalments and is allocated based on need. When making provision for disadvantaged students, we recognise that not all learners who are eligible for Pupil Premium funding are disadvantaged or underachieving. We also recognise that we have many vulnerable pupils who are not eligible for Pupil Premium funding yet are disadvantaged, coming from 'minimum wage' families where both material resources and parental time are scarce. We thus take a pragmatic approach, providing resources and interventions at the place and point of need, thereby ensuring the Pupil Premium funding is not diverted away from its intended, targeted audience but is instead allocated to support any students at Eaglewood School that we legitimately identify as being disadvantaged.

Targets

To achieve our overall objectives, we plan to use the pupil premium funding to:

Improve the progress and attainment of Pupil Premium students

Improve the progress and attainment of all of our disadvantaged and vulnerable students

Support Pupil Premium students both academically and pastorally

Diminish the gap between Pupil Premium students and their peers

Improve the parental engagement of Pupil Premium students

Identify the barriers to progress for Pupil Premium students by analysing key data (attendance, behaviour reports and attainment checks)

Track and monitor Pupil Premium students' attainment throughout the academic year

Develop the quality of teaching and learning for Pupil Premium students along with their peers at all stages of their schooling and across the curriculum

Improve the levels of English, literacy and communication of Pupil Premium students

Increase the attendance of Pupil Premium students, as well as their punctuality

Continually track and evaluate Pupil Premium funding decisions

Provision

The purpose of the Pupil Premium is to improve attainment for disadvantaged learners. It therefore follows that we focus on using the funding to ensure there is consistently high quality teaching and learning here at Eaglewood School. Beyond this, our spending of Pupil Premium funding is informed by external research, including the 'EEF Toolkit' which helps teachers and schools use Pupil Premium effectively, the 'EEF Families of Schools database' where teachers can learn about the good practise of other schools, and the 'EEF evaluation toolkit' to help schools measure the impact of the approaches it is using. We regularly seek to further develop strategies which can improve the progress and attainment of Pupil Premium students, and put into place interventions such as:

Providing 1:1 support with an experienced member of staff

Supporting students' access to education and the curriculum through additional or specialist resources (e.g Reading Plus)

Providing a mini bus to transport Pupil Premium children to and from school

Providing individual and group extra-curricular activities to enrich the lives of disadvantaged learners

Providing a range of incentives to encourage good punctuality, attendance and behaviour (see below)

Providing an enhanced Information, Advice and Guidance service (see below)

Eaglewood School Rewards System

As one of only a handful of Alternative Provision schools in Hampshire, Eaglewood School attracts children from a wide geographical area. Typically, many students have to travel for over an hour to get to school. This makes lateness and attendance, particularly for Pupil Premium students, including those with social, emotional and mental health difficulties, a potential problem. Therefore, we fund a range of help and incentives to encourage good punctuality, attendance and behaviour. These include rewards on a points scale for weekly behaviour and attendance leading to prizes of choice.

Impact – Attendance data (current cohort January 2019):

For all Pupil Premium students, previous school average attendance - 69%

For all Pupil Premium students, Eaglewood School average attendance - 77%

IAG (Information, Advice and Guidance)

All of our students at Eaglewood School have a greatly increased chance of becoming NEET (not in Education, Employment or Training). One of our key goals, therefore, is to ensure that all of our students are exceptionally well prepared for the next stage of their life, whether that be in education, training or employment. Furthermore, we believe it is important to monitor and support students when they have left us to ensure that the plans with which they leave us are genuinely sustainable. Therefore, Pupil Premium funding is in part used to provide an 'enhanced' IAG service to all of our students. This includes not only bespoke IAG, but short term and extended work experience opportunities, accompanied college interviews, accompanied visits and first days, along with tracking and support throughout the first year of leaving us.

Impact - Destinations data (17/18 cohort in October 2018):

Eaglewood School - 0% NEET

National - 12% NEET*

*https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/346026/NEET_Supplementary_tables_16_24_v0.1.xls

Reporting the Use and Outcomes of Pupil Premium Funding

We will continually track our use of Pupil Premium funding so that we can clearly show the value of the various strategies and interventions it has enabled us to put in place. It will be the responsibility of the Eaglewood Pupil Premium Champion to produce a yearly report for the Governing Body that shows the progress made towards closing the gap between disadvantaged pupils and their peers. This report will also outline the provision made using the funding, along with an evaluation of its effectiveness. Eaglewood School will also publish online how Pupil Premium Funding was spent in the previous academic year as well as projected spending for the current academic year.

When used well, Pupil Premium has the possibility to open up a whole new world for disadvantaged children who might never have experienced the things that their peers may take for granted; here at Eaglewood School we aim to use Pupil Premium to fundamentally change the day-to-day experience of school for our most vulnerable of learners.

C. Tewkesbury 2019

Functional skills



Steps to success

My target grade is

Currently I am working at

To get to the next step, I need to

Pass +

Pass =

Pass -

Developing +

Developing =

Developing -

Functional skills



Steps to success

My target grade is

Currently I am working at

To get to the next step, I need to

Pass +

Pass =

Pass -

Developing +

Developing =

Developing -

GCSE



Steps to success

5

My target grade is

4

Currently I am working at

3

2

To get to the next step, I need to

1

GCSE



Steps to success

5

My target grade is

4

Currently I am working at

3

2

To get to the next step, I need to

1

KS2 & KS3



Steps to success

My target grade is

Currently I am working at

To get to the next step, I need to

KS2 & KS3



Steps to success

My target grade is

Currently I am working at

To get to the next step, I need to
