

Pupil premium strategy statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	William Ellis School
Number of pupils in school	902
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 9 th 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Izzy Jones
Pupil premium lead	Bernie Lane
Governor / Trustee lead	Sophie Jenkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310,810
Recovery premium funding allocation this academic year	£46,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£357,790

Part A: Pupil premium strategy plan

Statement of intent

Our school's equalities objectives place our pupil premium students at the centre of our work. The first two equalities objectives for the school are

- To close the progress gap between students in target groups and other students in all subjects
- To ensure that a child's starting point need not be a barrier to achieving excellence by ensuring that all students in target groups are on a pathway that stretches and challenges them to the full and allows them access to a range of pathways for FE, HE and employment

This is a key principle of our strategy to support disadvantaged students. A high-quality education that enables them to progress on to happy health and successful lives is an entitlement held by all students.

In a school where more than half the students are eligible for pupil premium funding, our approach to PP is very much a whole school approach. Our school development plan incorporates our Pupil Premium plan. What we want for our disadvantaged students we want for all.

We want all our students to receive an excellent education in which students experience high quality teaching, a broad and balanced curriculum that enable them all to make progress and attain qualifications that support them to progress successfully to further study, training or employment, irrespective of their starting point.

One of our key performance indicators in our school development plan is that the progress of disadvantaged boys be equal to Progress 8 for all boys in the school

Ours SDP has three main strands to deliver improvements to the quality of education for all our pupils with a specific focus on disadvantaged students.

Each strand has an action plan with objectives for all students as well as specific objectives for disadvantaged students as follows

Literacy,

Within this, especially for disadvantaged and SEND students

✓Students take pride in their writing and use it to get their voice heard.

✓Students read for pleasure as part of their daily routine, supported by their families and carers.

✓Students engage with rich, challenging, and varied texts that build their global awareness and cultural capital.

✓Students can write independently outside of the classroom, including in controlled conditions.

Curriculum and Assessment

Within this, especially for disadvantaged and SEND students

✓Students experience a curriculum that challenges and engages them from the beginning of KS3, recognising their knowledge, skills and understanding from KS2.

✓Can see themselves in the curriculum that they are taught and are served by a non-examined curriculum that supports them to lead successful, healthy, and happy lives.

Relationships and Engagement.

Within this, especially for disadvantaged and SEND students

✓Are well served by and attend intervention and catch-up work so that they study with independence and focus beyond lessons.

✓Are equipped with the physical resources needed to learn successfully in the 2020s.

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy</p> <p>We believe that deficit in students literacy skills is the key barrier to learning and ultimately to the progress and attainment of our students, especially our disadvantaged students. On entry to school the range of reading ages typically spread from age 17 to non-readers. Disadvantaged students disproportionately account for students reading below their chronological age. Literacy impacts on students accessing information, reading, participation in discussions and debate, oracy and their written communication, writing. Furthermore, student's self-confidence as learners is significantly impaired by limited literacy. Improving literacy of all students is a key priority for the school.</p> <p>EEF KS3 KS4 LITERACY GUIDANCE</p>
2	<p>Attendance</p> <p>Our attendance data over several years shows a gap between disadvantaged and non-disadvantaged students. We have previously made improvements in closing this gap to 1% however the impact of Covid over the past two years has acerbated this gap to 2.5% difference. Absenteeism negatively impacts on disadvantaged students who constitute the vast majority of persistent absentees.</p>
3	<p>Learning Behaviours and engagement</p> <p>Our assessments, observations and discussions with pupils and families identify significant social and emotional issues for many of our students. Low self-esteem, anxiety and other social emotional and mental health needs impact on our community, especially the disadvantaged. These challenges are not new</p>

	<p>but our observations and staff feedback is indicates the pandemic has exacerbated these challenges.</p> <p>This is impacting on learning behaviour and engagement in learning. We are noticing a particular challenge in the younger students whose end of primary education and transition to secondary school was significantly impacted by Covid restrictions. Lack of self-esteem, poor peer relationships and lack of self-regulation are providing increased challenges.</p> <p>We recognise the need to continually build positive relationships and engagement in learning to develop/improve learning behaviours.</p>
4	<p>Independent Learning</p> <p>Our observations and data indicate that disadvantaged students demonstrate less capacity or willingness to complete independent learning. This was true of homework prior to the pandemic and was also evident through home learning during the past 18 months. Attendance to on-line lessons during the 2021lockdown indicated a gap between PP and non-PP students of 20%.</p> <p>Historically homework has had lower completion rates by PP students using observations of subject teachers and tutors. Data driven evidence of this is less reliable as the data we have is extracted in the form of the number of students who received sanctions for non-completion of homework which is not the same as recording homework completion.</p>

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 literacy	<p>Improved exam results for all but especially disadvantaged students.</p> <p>Exam analysis to show improvements in extended responses in exam paper</p> <p>A demonstrable reading culture in the school.</p> <p>Closing of the gap in reading ages</p> <p>Reduction in the number of students with reading ages below their chronological age.</p>
Improved attendance to school	<p>Overall Attendance to be at 95%</p> <p>Reduction of Persistent absentees to less than 2% of students.</p> <p>Gap between PP and Non-PP to be less than 0.5%</p>
Improved independent learning Including homework, revision and remote and online learning for students isolating or learning form home.	<p>Increased completion of homework by all students but especially the disadvantaged.</p> <p>Improved quality of homework.</p> <p>Student feedback to report growing confidence in homework as independent learning.</p>

	Students to have developed more effective revision skills leading to improved examination results.
Improved Outcomes- progress and attainment for PP students. Close the gap.	<p>The progress of disadvantaged boys to be equal to Progress 8 for all boys in the school (excluding outliers).</p> <p>The Year 11 cohorts have an Attainment 8 measure better than national overall, and in English, Maths, and Ebacc elements.</p> <p>All prior attainment cohorts have a Progress 8 measure better than that for boys nationally overall, and in English, Maths, and Ebacc elements.</p>
Improved destinations for PP students	The vast majority (>95%) of Year 11 continue in education or employment with training in the ensuing year.

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: £ 140,618

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>We will fund a senior leadership post to lead all staff in improving literacy across the school.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Teacher's analysis of exam grades identifies students writing extended responses is a critical factor in student underperformance in most subjects, particularly disadvantaged students.</p>	1
<p>We will fund an adapted curriculum grouping model in year 7 & 8 to maximise learning opportunities for disadvantaged students who have low level literacy skills. This enables specialist teachers to provide quality first teaching to identified students.</p>	<p>Students in Teaching & Learning group are 85% PP. All are disadvantaged. Students identified for this curriculum group demonstrate significant need in at least 2 of our 4 challenges.</p> <p>Our internal assessments, observations and review of this programme demonstrate good progress for students.</p>	1,2,3,4

<p>CPD Time</p> <p>2 Whole school training days</p> <p>Challenge Partners School Improvement Project</p>	<p>50% of directed CPD time for all teaching staff is focused on improving literacy and assessment for all students but especially disadvantaged students and using trauma informed practices to support relationships and engagement in learning.</p> <p>Challenge partners is a nationally recognised organisation to support school improvement and there is ample evidence of the positive impact on school improvement.</p>	1,2
<p>We have invested in a new online platform to support the setting, completion and monitoring of homework. We have also partial funding of an additional member of SLT with responsibility for leading homework and remote learning.</p>	<p>Evidence of good homework and independent learning routines support student's progress. Our own data analysis and observations show a large gap between PP and non-PP students in engagement with and completion of homework and independent study skills</p> <p>EEF toolkit highlights positive impact of homework on student progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	4

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

Budgeted cost: £ 68,772

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will fund structured interventions to support individuals literacy development</p> <p>We will also fund a part time librarian to create a stronger reading culture in the school.</p>	<p>EEF Improving literacy in schools report – recommendation 7 – provide high quality literacy interventions for struggling students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>EEF Teaching and Learning toolkit cites Phonics work as high impact for relatively low cost based on broad evidence base.</p>	1
<p>We will provide academic mentors to work in English and Maths to</p>	<p>The EEF teaching and learning toolkit shows evidence of the positive impact of Tuition 1:1 or small group</p>	

provide 1:1 and small group tuition for disadvantaged students.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
We fund the costs of running the <i>The Prince's Trust XL Award</i> programme as an alternative curriculum programme for disadvantaged students in KS4	The Prince's trust XL programme has a strong history of success in re-engaging vulnerable young people in education. Our own observations and assessments of student's participation in XL demonstrate success in supporting students who struggle with the demands of 9 GCSE subjects. All the students in XL are disadvantaged.	2, 3, 4
We fund the City Year intervention programme which is a team of 6 engagement officers who provide, in class support, 1:1 and group mentoring, engagement in extra-curricular activities.	City Year incorporated is a well renowned Charity organisation that develops young volunteers to provide this service in schools. The City Year impact report demonstrates positive impact of this intervention. EEF toolkit supports such interventions.	2,3, 4

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

Budgeted cost: £ 141,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will provide student engagement officers to work directly with disadvantaged students to support students in their personal development, self-regulation and engagement in learning.	The EEF teacher toolkit recognises the impact of social and emotional learning on supporting students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit The literature base for the Camden Learning training on Trauma Informed practice identified the importance of providing additional support to students personal development and self-regulation in order to support academic learning.	2,3

<p>We will fund an Attendance and behaviour support officer to focus on improving the attendance of disadvantaged students.</p>	<p>The DFE guidance on attendance highlights the importance of getting students into school as a crucial step to improving outcomes. The correlation between outcomes and attendance to school is very strong. Nationally students attainment generally reduces by at least one whole level below expected grades for every 10% of absence.</p> <p>DFE attendance guidance</p>	<p>2</p>
<p>We will fund access to the outdoor education curriculum as an entitlement to all boys.</p>	<p>The evidence of the positive impact of outdoor education on a national level is less clear due to the fact that few schools have such a broad, structured and intensive programme as we provide. We believe our offer is unique and our own observations along with student and parent feedback highlight the positive impact our outdoor education has on including and promoting the participation of boys in school.</p>	<p>2</p>
<p>We will fund access to other extra-curricular activities, music lessons, trips and visits that enhance the learning opportunities for all students.</p>	<p>We are proud of our extra-curricular provision for students. Trips, visits, clubs and activities provide opportunities for students to enrich the learning they do in the classroom and to develop their confidence as learners.</p>	<p>2,3</p>

Total budgeted cost: £ 350,905

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the gap in performance of disadvantaged and non-disadvantaged pupils was greater than previous years. We continue to have a very high entry to EBacc subjects compared to national average, particularly for disadvantaged students which is an important ambition for our disadvantaged students.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended.

We are very proud of our high-quality remote learning provision and how it mitigated the impact of the school closure. By the start of the second national school closure, we were in a position to move immediately to a full remote package which included a mixture of recorded and live lessons shared on Microsoft teams. All students had access to learning, including the digital hardware to support learning.

Although overall attendance in 2020/21 was lower than in the proceeding 2 years at 91.7% compared to 94.1% and 94.8% respectively. However, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was significantly higher than their peers and persistent absence even higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Due to the high proportion of disadvantaged students our evaluation and analysis of outcomes of pupil disadvantaged students is central to our school self-evaluation form and our outcomes analysis presented to governors. All three documents are linked below.

[School self evaluation Nov 2021](#)

[2020-21 KS4 Outcomes report Governors](#)

[2020-21 KS5 Outcomes report Governors](#)

[SDP 2021-22](#)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
City Year	City Year Inc
Boxing Intervention	Boxing Academy
Library and reading services.	Islington Library Service

Further information (optional)

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