

WILLIAM ELLIS SCHOOL

REPORT ON THE USE AND IMPACT OF THE PUPIL PREMIUM GRANT

William Ellis School aims to be a great school where all students, regardless of their socio-economic background, develop the knowledge, skills and qualities necessary so that they are well prepared for their future success and wellbeing.

Historically students from disadvantaged backgrounds have made less progress in school and have achieved lower outcomes than students from more advantaged backgrounds. This is a national challenge. The Government therefore has allocated specific funding to every school, called the Pupil Premium Grant, which is to be used with the specific aim of raising the attainment of disadvantaged students and thereby close the attainment gap between them and their peers.

We believe that the primary tool for closing the gaps is high quality teaching and learning. We know that high quality teaching has a disproportionately positive impact on students from disadvantaged backgrounds. Along with high quality teaching whole-class teaching we understand that some young people will benefit from extra intervention in order to accelerate their progress and raise their attainment. We also believe that strong pastoral care plays a major role in supporting effective learning.

The main strands of our strategy to close the gaps align with the strategic priorities of our school development plan:

- Leadership which supports excellent learning
 - Strong leadership throughout the school with a vision of high expectations for all young people underpinned with a deep commitment to tackle inequality and a sound understanding of what makes a difference
 - Governance: The governing body will have a secure knowledge of the impact of the school's work in raising aspirations, developing learner attributes, improving student wellbeing and closing the attainment gap, through:
 - regular reports from the school detailing the performance and attitudes of students, analysed by student group and sub-group
 - a well-informed, interested and committed governor nominated to monitor and inform the school's work in this area
 - a programme of governor visits which includes student focus groups
 - Rigorous monitoring and use of data, using hard and soft data to evaluate the work of the school, to continue close the gaps and to target support
- Teaching which supports excellent learning
 - Directly improving the quality of teaching and learning through continuous professional learning focused on developing teachers' understanding, competency and skills in the aspects of pedagogy or teaching and learning practice where national and international research tell us make the most difference in raising attainment/improving learning
 - Developing WES learner attributes with the aim of improving personal resilience and attitudes to learning
 - Targeted intervention: identifying and providing the specific intervention that will assist those students who need to catch up missed learning or to overcome difficulties in learning.
- Pastoral care which supports excellent learning
 - Supporting excellent transition between key stages, particularly between primary and secondary school
 - Improving students' engagement, raising students' and parents' aspirations
 - Knowing every individual well and encouraging them to engage in curricular and extra-curricular activities which will develop their character, skills and attitudes (and develop their social and emotional competencies)

- o Working to engage parents and families so that they can better support the learning and development of their child

THE PUPIL PREMIUM GRANT

Pupil Premium funding was introduced in 2011. The Government uses the number of children looked after continuously for more than six months and the number of children who had been eligible for Free School Meals at any point in the last six years as indicators of disadvantage. There is also a premium for children whose parents are currently serving in the Armed Forces. Schools receive a grant based on the number of pupils meeting these criteria.

PUPIL PREMIUM FUNDING AT WILLIAM ELLIS SCHOOL

Financial Year	Funding per student meeting FSM criteria	Funding per looked after child	Amount of Pupil Premium Funding
2011-12	£488	£488	£106,384
2012-13	£623	£623	£216,181
2013-14	£900	£900	£334,800
2014-15	£935	£935	£338,470
2015-16	£935	£1900	£330,145

	2011-12	2012-13	2013-14	2014-15	2015-16
Percentage of students meeting FSM criteria	35% (different criteria)	56%	60%	58%	57%
Number of students eligible for Pupil Premium	218	374	372	362	350
Total	£106,384	£216,181	£334,800	£338,470	£330,145

THE USE OF THE GRANT AT WILLIAM ELLIS SCHOOL IN 2015-16

The Department for Education states that it is for schools to decide how to spend Pupil Premium funding as they are best placed to assess what additional provision should be made for students.

Intervention	Summary
Staff professional development	<p>The focus of the School Improvement Plan 2013-14 is on meeting individual learning needs teachers developing their use of effective strategies, as identified in the Toolkit, to further improve student progress and close the achievement gap. Staff are working together in small teams, led by trained teacher-coaches to develop practice.</p> <p>Previously two middle leaders have embarked on Leadership Development programmes designed to make a difference to the progress of students eligible for pupil premium.</p>
Literacy development	<p>Small group intervention work provided through increasing the teaching staffing in the English dept.</p> <p>Additional Literacy intervention delivered by trained Higher Level Teaching Assistant</p> <p>Class working on Functional Skills up to Christmas – expecting Entry Level Qualification. Year 9 development of Living Texts curriculum (the equiv to English Lit</p>
Home School Link Workers	3 part-time link workers working with Somali, Bengali and Congolese community and students to increase family understanding and engagement with school and to improve student progress
IPAC	Providing alternative education provision including the Excel programme from the Princes Trust and behaviour support. Funding full-time post of Lead Learning Mentor who also coordinates the work of the City Year team. Part of in-school multiagency work.
Counselling	Counselling for students and families
Alternative Education	Alternative and specific curriculum provision for students for whom the normal curriculum offer is not suitable
Music Lessons	Peripatetic teaching for musical instruments, provided free for students eligible for pupil premium
School Trips	Funding in part or whole for students eligible for pupil premium – this includes Y7, Y8 and Y9 camps and overseas trips in term-time
Easter Revision / Saturday School	Targeted revision programme of lessons over the Easter holiday for year 11 students, funded by school funds at no cost to students
Lunchtime Clubs	Variety of activities at lunchtime enabling students to be in a more nurturing environment
Parental engagement	Employment of Parent Support Advisor to work with hard to reach families and increase engagement with school
City Year	Programme with young adult volunteers working as role models, tutors and mentors to increase student engagement and to provide development opportunities
Action tutoring	Business mentors working with targeted under-achieving Y11 students To be expanded too include Year 10 from January 2016 (TBC)
Increased staffing in English and Mathematics at KS3 and KS4	This enables targeted personalised intervention for boys not making sufficient progress in these two subjects

IMPACT OF THE SCHOOL'S WORK ON CLOSING THE GAP

	2011-2012				2012-2013				2013-2014				2014-2015			
Proportion of PP students in Y11	56%				60%				58%				57%			
	WES		National		WES		National		WES		National		WES		National	
Students	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP
Attendance (Y7 to Y11)	92.9%	91.6%	93%	91.5%	93.2%	92.2%	93%	91.5%	94.7%	93.8%	94.9%		95%	94.8%		
5 or more GCSEs A*-C including English and maths	56.3%	33%	59%	39%	44.5%	29%	60%	39%	66%	56%	55%	36%	54%	55%		
Expected progress in English	64%	47%	70%	53%	54%	40%	70%	53%	84%	83%	70%	58%	75%	77%		
Expected progress in maths	68%	53%	69%	51%	66%	55%	69%	51%	70%	61%	65%	48%	67%	66%		

Closing the gap in Attainment

There is no gap between disadvantaged and non-disadvantaged boys when comparing the proportion of boys achieving 5 or more GCSEs at A+* - C including maths and English. There were a number of factors which led to a drop in this measure between 2014 and 2015, but these factors seem to have affected both disadvantaged and non-disadvantaged students equally.

Closing the gap in Progress

The data shows an upward trend in the progress of disadvantaged students over time. The progress of disadvantaged students is now approximately the same as non-disadvantaged students.

Closing the gap in Attendance

The figures for attendance of all groups of students have shown a steady increase over the last four years. Within this upward trend for all groups the gap has closed between disadvantaged and non-disadvantaged students.