

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2023 to 2024 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. This is the third year of a three-year plan and as such there are not significant changes to the report from last year. The intent and challenges remain the same. Our strategy is to continue to focus on Teaching and Targeted Academic Support. There are adjustments to the funding with a reduction in Pupil premium funding and no recovery premium funding this year.

School overview

Detail	Data
School name	William Ellis School
Number of pupils in school	953
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 7 th 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Izzy Jones
Pupil premium lead	Bernie Lane
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£300 668
Recovery premium funding allocation this academic year	£80,178
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	£380,846

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, healthy 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 long-term impact of Covid on attendance has seen a widening of this gap to 2.5% difference. This is local and national picture. 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 our community, especially the disadvantaged. These challenges are not new, but our observations and staff feedback indicate 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. The Camden Learning behaviour reviews demonstrate progress being made in this area.</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 pandemic.</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> <p>Robust monitoring of homework setting by teachers shows that students are set regular homework, increasingly using a variety of online learning platforms such as <i>Seneca learning</i> and <i>Sparxs</i>. Students are completing more work independently, out of lessons. Student feedback tells us students are engaging more with homework and they appreciate how Satchel helps them organise their homework.</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 (see Key Performance Indicators on SDP)
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 97%</p> <p>Reduction of Persistent absentees to less than 2% of students.</p> <p>Gap between PP and Non-PP to be less than 1.0%</p>
Improved independent learning Including homework and revision.	<p>Increased engagement with, and 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> <p>Students to have developed more effective revision skills leading to improved examination results.</p>
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	<p>The vast majority (>95%) of Year 11 continue in education or employment with training in the ensuing year.</p>

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: £175,665

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 78% 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
CPD Time	50% of directed CPD time for all teaching staff is focused on developing formative assessment	1,3,4

2 Whole school training days	techniques using the SSAT Embedding Formative Assessment Programme. This model is based on years of research, led By Dylan William. It is a Nationally recognised programme. It has shown to be effective for improving teaching, learning and assessment for all students but especially disadvantaged students. Embedding Formative Assessment - SSAT (ssatuk.co.uk)	
We have invested in an 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 independent learning.	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 EEF toolkit highlights positive impact of homework on student progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	4

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

Budgeted cost: £93,625

Activity	Evidence that supports this approach	Challenge number(s) addresse
We will fund structured interventions to support individuals literacy development We will also fund a part time librarian to create a stronger reading culture in the school.	EEF Improving literacy in schools report – recommendation 7 – provide high quality literacy interventions for struggling students. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 EEF Teaching and Learning toolkit cites Phonics work as high impact for relatively low cost based on broad evidence base.	1
We will provide teaching time for intervention in English and Maths English and Maths to provide 1:1 and small group tuition for disadvantaged students.	The EEF teaching and learning toolkit shows evidence of the positive impact of Tuition 1:1 or small group 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	<p>The Prince's trust XL programme has a strong history of success in re-engaging vulnerable young people in education.</p> <p>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.</p>	2, 3, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £111,427

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.	<p>The EEF teacher toolkit recognises the impact of social and emotional learning on supporting students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>The literature base for the Camden Learning training on Trauma Informed practice identified the importance of providing additional support to student's personal development and self-regulation in order to support academic learning.</p>	2,3
We will fund an Attendance and behaviour support officer to focus on improving the attendance of disadvantaged students.	<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 student's attainment generally reduces by at least one whole level below expected grades for every 10% of absence.</p> <p>DFE attendance guidance</p>	2
We will fund access to the outdoor education curriculum as an entitlement to all boys.	<p>The evidence of the positive impact of outdoor education on a national level is less clear as 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>	2

<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 extensive extra-curricular provision for students. Trips, visits, clubs and activities provide opportunities for students to enrich their academic learning, develop self-confidence and broaden their personal development.</p> <p>Following the disruption of the pandemic we are rebuilding a rich and varied programme for all students.</p> <p>We know the financial situation for many disadvantaged families is already impacting on their decision to participate in these activities and without significant or complete subsidised costs.</p>	<p>2,3</p>
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Total budgeted cost: £ 380,846

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 2022 to 2023 academic year.

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>School initiatives such as DEAR time, reading road map, book of the week, e-book online and thematic displays are having a positive impact on the reading culture of the school.</p> <p>Reduction in the number of students with reading ages below their chronological age:</p> <p>Work targeted on current year 10 has identified 22 students with lowest reading ages. Programme of support shared with subject teachers is having a positive impact</p> <p>SEN work with students in lower years with lowest reading ages also making progress.</p>
Improved attendance to school	<p>High levels of student absence remain a significant barrier to student progress. Attendance data shows the disadvantage have higher levels of absence than non disadvantaged students. This is particularly the case when examining students with persistent absence (those with absence greater than 10%).</p> <p>Despite best efforts this stubborn challenge remains a key improvement priority.</p> <p>The school has just appointed a new attendance officer and reorganised the line management of this crucial area of improvement.</p>
Improved independent learning including homework and revision.	<p>Improved setting of and monitoring of homework, using a variety of online platforms.</p> <p>Increased completion of homework by all students but especially the disadvantaged. Evidence includes a reduction in students set detentions for missing homework.</p> <p>Student feedback reports growing confidence in homework as independent learning.</p> <p>Students to have developed more effective revision skills leading to improved examination results.</p>

Improved Outcomes- progress and attainment for PP students. Close the gap.	<p>Whilst the progress gap is still significant it is just under half the gap for disadvantaged boys nationally.</p> <p>The Year 11 cohorts have an Attainment 8 measure better than national overall, and in English, Maths, and Ebacc elements.</p> <p>FFT data report shows that all prior attainment cohorts have a Progress 8 measure in line with boys nationally overall, and in English, Maths, and Ebacc elements.</p>
Improved destinations for PP students	<p>The vast majority (>95%) of Year 11 continue in education or employment with training in the ensuing year.</p> <p>The final figures for destinations 2022-23 are not available but we anticipate they are in line with previous years which is <i>sig above</i> in the IDSR.</p>

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
Embedding Formative assessment.	SSAT – The Schools, Students and Teachers network
Boxing Intervention	Boxing Academy
Library and reading services	Islington Library Service