

# Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 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	820
Proportion (%) of pupil premium eligible pupils	48.4% of students in Years 7 to 11 are classified as disadvantaged (PP), twice the national average and places the school in the top quintile nationally. 41% of students receive Free School Meals (7-11). Deprivation indicator of 0.33, well above national average 0.20. 46% of students live in the 10% most deprived postcodes nationally.
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-27
Date this statement was published	January 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Izzy Jones
Pupil premium lead	Samantha Nunnery
Governor / Trustee lead	Jelke Boesten

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£291,900
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£291,900

# 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 lead happy, healthy, and successful lives is an entitlement held by all students.*

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

*We want every student to receive an excellent education in which they experience high quality teaching, a broad and balanced curriculum that enables them all to make progress and attain qualifications and that they are supported to progress successfully into further study, training, or employment, irrespective of their starting point.*

*One of our key intentions is that we close the gap between pupil premium and non-pupil premium students to improve the progress of disadvantaged boys ensuring equal progress 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. These strands are Quality of Education, Behaviour and Attitudes and Personal Development.*

*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 can write independently outside of the classroom.

✓ 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 develop their vocabulary and oracy skills in academic language in the classroom.

### **Curriculum and Assessment:**

Within this, especially for disadvantaged and SEND students:

<p>✓Students experience a curriculum that challenges and engages them from the beginning of KS3, recognising their transition in knowledge, skills and understanding from KS2, leading them to academic success at KS4.</p> <p>✓Can identify 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.</p> <p><b>Relationships and Engagement:</b></p> <p>Within this, especially for disadvantaged and SEND students:</p> <p>✓Are well served by and attend intervention and catch-up work so that they can study with focus beyond their lessons independently.</p> <p>✓Are equipped with the physical resources needed to learn successfully into the 2020s.</p>
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## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Literacy</b></p> <p>We believe that a 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.</p> <p>On entry to school, reading ages typically range from non-readers to 17+. 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. Furthermore, student’s self-confidence as learners is significantly impaired by limited literacy skills.</p> <p>Finally, there is a typical decline in reading for pleasure as students’ progress through KS3 and into KS4. It is therefore vital that we prioritise and promote not only reading for pleasure, but good reading habits both in school and at home. Improving literacy of all students is therefore a key priority for the school.</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a></p>
2	<p><b>Attendance</b></p> <p>Our attendance data over several years has historically shown a gap between our disadvantaged and non-disadvantaged students. The long-term impact of Covid on attendance had seen a widening of this gap to 5.1% difference (<i>FFT data 15<sup>th</sup> November 2024</i>). This has been, and continues to be, both a local and national picture.</p> <p>However, over the last year, due to implementation of more robust systems and the recruitment of a full time Attendance Officer, we have improved the attendance of PP students as a group significantly. Current figures (<i>FFT data 15<sup>th</sup> November 2024</i>) indicate that PP attendance at WES is 88.2% against a national figure of 88.1% giving us a +0.1% difference on national data.</p>

	<p>Whilst this is certainly a significant move in the right direction, school absences have risen following the 2019 pandemic and persistent absenteeism remains high in both primary and secondary schools in England compared with pre-pandemic levels. This coincides with an upward trend in emotionally based school avoidance (EBSA) which adversely affects children’s educational attainment, health, social functioning, and life prospects and particularly so for disadvantaged students within these absence groups.</p> <p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p>
3	<p><b>Learning Behaviours and engagement</b></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 students whose end of primary education and transition to secondary school was significantly impacted by Covid restrictions (current year 9 and 10 2024). 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><b>Independent Learning</b></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 log into Satchel as well as data on those who receive 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> <p>However, not all PP students have access to personal devices at home. For such students there is access to the school library computers before, during and after school via homework club. We also recognise that students preparing for external exams need subject specific support and that pupil premium students may benefit from more structure to access this.</p>

## Intended outcomes: 2024 - 2027.

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)
<p><b>Improved literacy</b></p>	<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 using a recognised programme that progresses students' reading fluency, age and promotes the reading for pleasure culture across the school.</p> <p>Closing of the gap in reading ages for all students but especially disadvantaged students.</p> <p>Reduction in the number of students with reading ages below their chronological age in year 7 – 10.</p>
<p><b>Improved attendance to school</b></p>	<p>Overall Attendance to be 95%</p> <p>Increase attendance and punctuality of all students and reduce persistent absence &lt;30% and be in line with the national figure (PA <i>currently 34.3% FFT January 2025</i>)</p> <p>Gap between PP and Non-PP to be less than 2.0% (current gap is 3% based on year-to-date data of 89.6% overall attendance with PP attendance at 86.9% <i>January 2025</i>)</p> <p>Increase capacity and expertise of the Attendance Officer, including tracking and coding.</p> <p>Continue to strengthen data analysis for attendance with focus on PP, SEN and persistent absence for early identification and intervention strategies that will resolve attendance issues for all students, but especially the disadvantaged students.</p>
<p><b>Improved independent learning, including homework and revision.</b></p>	<p>Increased engagement with, and completion of homework by all students but especially those who are disadvantaged.</p> <p>Improved quality and tracking of homework including signposting of homework club and use of library computers for students who do not have access to personal devices.</p>

	<p>Student feedback to report that homework and independent learning helps them to know and remember more over time.</p> <p>Students to have developed more effective revision skills leading to improved examination results.</p> <p>Attendance at Year 11 intervention to be higher from targeted PP students than the year group overall.</p>
<p><b>Improved Outcomes - progress and attainment for PP students. Close the gap.</b></p>	<p>The progress of disadvantaged boys to be equal to progress for all boys in the school (excluding outliers). 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 measure better than that for boys nationally overall, and in English, Maths, and Ebacc elements, once this data is again published (anticipated for GCSE 2027 cohort). We will continue to improve the progress measure for our disadvantaged students.</p>
<p><b>Improved destinations for PP students</b></p>	<p>The vast majority (&gt;95%) of Year 11 continue in education or employment with training in the ensuing year.</p>

## Activity in this academic year: 2024/2025.

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: 32,637

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>We will fund CPD time and resources on literacy and oracy as part of the continued development of our T&amp;L framework.</p> <p>We will fund more diverse reading books in the library to further promote reading for pleasure. We will fund books for DEAR during tutor time in year 7 – 10.</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: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Teachers' analysis of exam grades identifies students writing extended responses is a critical factor in student underperformance in most subjects, particularly disadvantaged students.</p> <p>Reading for pleasure is at an all-time low with only 1 in 5 (20.5%) 8- to 18-year-olds reading something daily in their free time in 2024, the lowest recorded since 2005. <a href="#">Reading For Pleasure Research   National Literacy Trust</a></p>	1
<p>We will continue to fund staff leading</p>	<p>Students who were in the Teaching &amp; Learning group are 78% PP. All are disadvantaged. Students identified</p>	1,2,3,4

<p>phonics and EAL support for our disadvantaged students in year 7 and 8. They will also be a key member of the team implementing the whole school approach to reading to also include disadvantage and lower than chronological reading age students.</p>	<p>for this group demonstrate significant need in at least 2 of our 4 challenges.</p> <p>Our internal assessments, observations and review of the work supporting these students demonstrates good progress for them.</p>	
<p>CPD Time: Two Whole school training days</p> <p>We will continue to focus on formative assessment, ensuring that identified knowledge gaps are responded to effectively (<i>Ofsted AFI, October 2024</i>)</p>	<p>50% of directed CPD time for all teaching staff will continue to be focused on developing formative assessment techniques using the SSAT Embedding Formative Assessment Programme.</p> <p>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.</p> <p><a href="https://ssatuk.co.uk">Embedding Formative Assessment - SSAT (ssatuk.co.uk)</a></p>	1,3,4
<p>We have invested in an online platform to support the setting, completion, and monitoring of homework.</p> <p>We have also partial funding of an additional member of SLT with responsibility for leading homework and independent learning.</p> <p>We have invested in a librarian two days a week from November 2024 to support homework</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>Increased signposting to homework club and library computers to encourage increased engagement with homework by all students, but particularly PP students who may not have access to personal devices at home. Raise staff awareness of such students.</p> <p>Check homework detention list for PP student tracking, barriers and engagement.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	4

<p>club and students' independent learning.</p> <p>We continue to employ an Attendance Officer to ensure good attendance, but particularly of our disadvantaged students.</p>	<p><a href="#"><u>Working together to improve school attendance (applies from 19 August 2024)</u></a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 68,053

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 fund a whole school reading programme to support increase in reading age for those with lower than chronological reading age and develop reading fluency.</p> <p>We will fund annual reading age and comprehension tests to identify reading ages and particularly those at a lower than chronological age who require further interventions and support.</p>	<p>EEF Improving literacy in schools report – recommendation 7 – provide high quality literacy interventions for struggling students.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>EEF Teaching and Learning toolkit cites Phonics work as high impact for relatively low cost based on broad evidence base.</p> <p>Accelerated Reader for year 7 and 8: establish lower than chronological reading ages and target students for reading intervention, particularly PP students.</p> <p>Sparx Reader: all year 7 students reading age testing and comprehension of reading fluency via English lessons.</p>	<p>1, 4</p>
<p>We will provide teaching time for intervention in English to provide 1:1 and small group tuition for disadvantaged students.</p>	<p>The EEF teaching and learning toolkit shows evidence of the positive impact of Tuition 1:1 or small group.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	

<p>We fund the costs of running <i>The Prince's Trust XL Award</i> programme as an alternative curriculum programme for disadvantaged students in KS4</p>	<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>	<p>2, 3, 4</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 189,853

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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> <p>We will fund a team of staff, including qualified counsellors, to run our Reset Room and Bridge with focus on our most disadvantaged students.</p>	<p>The EEF teacher toolkit recognises the impact of social and emotional learning on supporting students.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>The literature base for the Camden Learning training on Trauma Informed practice identified the importance <del>of</del> providing additional support to student's personal development and self-regulation to support academic learning.</p>	<p>2,3</p>
<p>We will fund an Attendance and behaviour support officer to focus on improving the</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 student's attainment generally reduces by at least one whole level below expected grades for every 10% of absence.</p>	<p>2</p>

<p>attendance of disadvantaged students.</p> <p>We will fund rewards and incentives to improve attendance as part of our drive to continue to raise attendance.</p>	<p><a href="#">DFE attendance guidance</a></p> <p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p> <p>Last year, our 100 Club students raised attendance from 94-100% over a period of 10 weeks as part of a incentive-based initiative to improve their attendance. The data collated shows a clear difference between targeted students who are incentivised and those who are not.</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 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, including music trips and support with music lessons.</p> <p>Following the disruption of the pandemic we are rebuilding a rich and varied programme for all students. 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>	2,3

**Total budgeted cost: £ 290,543.15**

## Part B: Review of outcomes in the previous academic year 2023 – 2024

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<b>Improved literacy</b>	<p>Improved exam results for all but especially disadvantaged students.</p> <p>Exam analysis shows improvements in extended responses in exam paper (<i>see SIC meeting October 2024 reviewing results for 2023-2024</i>)</p> <p>School initiatives such as DEAR time, reading road map, book of the week, e-platform online and thematic displays are having a positive impact on the reading culture of the school. E-platform was also shared with parents to encourage further reading for pleasure at home.</p> <p>Reduction in the number of students with reading ages below their chronological age. This was achieved for a targeted group of students in years 7-9 via the following approaches:</p> <ul style="list-style-type: none"><li>✓ IDL programme for students with reading age 9-12 in year 7-9</li><li>✓ Phonics specialist staff working with students with a chronological reading age of 6-8 on a 1:1 basis.</li><li>✓ Reading mentors: year 7 students with low reading ages mentored by able year 10 readers under guidance of English staff and Teaching Assistants weekly.</li></ul> <p>Reading age tests updated for year 10 identified 22 students with lowest reading ages. A programme of support was implemented and shared with subject teachers and included on seating plan data for use across the curriculum to support those specific students in their lessons. Some year 10 students with the lowest reading ages also took part in the IDL programme and paired reading sessions.</p> <p>Additional match-funded reading books in the library (55 books) including short reads making reading for pleasure more accessible for our more disadvantaged students and reluctant readers.</p> <p><i>SNAP Literacy</i> delivered in Year 7 tutor time October 2023 – Feb 2024 focusing on revision and development of spelling, punctuation, and grammar skills.</p>
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<p><b>Improved attendance to school</b></p>	<p>The school appointed a new attendance officer from January 2024 and reorganised the line management of this crucial area for improvement.</p> <p>Robust systems were put in place from January to October 2024 including:</p> <ul style="list-style-type: none"> <li>✓ Updated attendance policy to include DFE updates around coding and fines.</li> <li>✓ Closer analysis and tracking of data on a weekly basis, focusing on PP, SEN, PA and SA groups, disseminated to HOYs and SLT for interventions and monitoring with oversight of Attendance Officer and SLT lead for Attendance.</li> <li>✓ More robust and consistent systems around staged letters, communications with families and fines.</li> <li>✓ 100 Club: 47 students from year 7-10 successfully completed a 10-week programme to improve attendance from 94% to 100%</li> <li>✓ Attendance Surgeries – Camden School Inclusion Support Officer supported Attendance Surgeries with Attendance Officer for all families who reached Stage 2 and 3 letters. Increasing positive relationships and communications around attendance with families.</li> <li>✓ Praise and rewards – Friday Fast Pass, tutor attendance winners fortnightly, 100% badges.</li> <li>✓ Recognition from Ofsted Inspectors in their October inspection feedback that they were satisfied that the school has been doing <i>'everything in its capacity'</i> to improve attendance.</li> <li>✓ PP attendance data now in line with national figures following closer data scrutiny and earlier intervention of this group of students (<i>FFT November 15<sup>th</sup>, 2024, shows WES PP attendance at 88.2% compared to the national figure of 88.1% giving us a +0.1% increase on the national figure</i>)</li> </ul>
<p><b>Improved independent learning, including homework and revision.</b></p>	<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 who may not have access to personal devices. Signposting to the library for use of school computers.</p> <p>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>
<p><b>Improved Outcomes-progress and attainment for PP students. Close the gap.</b></p>	<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>

	FFT data report shows that all prior attainment cohorts have a progress measure in line with boys nationally overall, and in English, Maths, and Ebacc elements.
<b>Improved destinations for PP students</b>	The vast majority (>95%) of Year 11 continue in education or employment with training in the ensuing year. The final figures for destinations 2023-24 are not available but we anticipate they are in line with previous years which is <i>sig above</i> in the IDSR.

## 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.*

<b>Programme</b>	<b>Provider</b>
<b>Embedding Formative assessment.</b>	SSAT – The Schools, Students and Teachers network
<b>Librarian and reading services</b>	Now employed directly by WES.