



Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium 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.

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers. The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Improvement Board meeting. The annual review is published on the academy's website in September each year.

Disadvantaged criteria are:

- Pupils who have registered for Free School Meals (FSM) at any point in the last six years
- Pupils who are looked after by the local authority for more than six months
- Pupils whose parents are currently serving in the armed forces
- The level of pupil premium in 2025 -26 is £1515 per pupil.
- **Total pupil premium funding for current year: £623,50**

| Years | Number of children Looked After |
|-------------|---------------------------------|
| Year 7 - 11 | 4 |

| Year | Others | Pupil Premium | Number of Pupils | Percent Pupil Premium |
|---------|--------|---------------|------------------|-----------------------|
| Year 7 | 166 | 95 | 211 | 45% |
| Year 8 | 114 | 101 | 215 | 47% |
| Year 9 | 137 | 125 | 262 | 48% |
| Year 10 | 142 | 97 | 239 | 41% |
| Year 11 | 152 | 96 | 248 | 39% |
| Total | 660 | 515 | 1,175 | 44% |

School overview

| Detail | Data |
|---|--------------------------------|
| School name | Ellis Guilford School |
| Number of pupils in school | 1175 |
| Proportion (%) of pupil premium eligible pupils | |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025-2026 |
| Date this statement was published | 15 th December 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | |
| Pupil premium lead | Jordan Platten |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £623,500 |
| Recovery premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| CET Additional Funding | |
| 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 | £623,500 |

Part A: Pupil Premium Strategy Plan

Statement of intent

At Ellis Guilford School, we have high aspirations and ambitions for our children and believe that all children should be able to reach their full potential. Reaching one's potential is not about where you come from; it is about developing the knowledge, skills and values required to succeed. Disadvantaged children face specific barriers to achievement. We are determined to provide targeted support and guidance to overcome those barriers, while ensuring access to a rich, broad and balanced curriculum and a wide range of experiences that build cultural capital.

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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 Teaching | Lower attainment and slower progress among disadvantaged pupils; gaps in knowledge and difficulties with retention and recall. |
| 2 Targeted Academic Support | Key findings from the EEF rapid evidence assessment (June 2020) on the impact of school closures due to Covid-19 on the attainment gap suggests that the school closures will have widened the gap between disadvantaged pupils and their peers. |
| 3 Wider strategies | Safeguarding issues, low attendance and persistent absenteeism of PP/disadvantaged children is a significant challenge at Ellis Guilford School, together with the displaying of challenging behaviour which often precedes a period of absence. |
| 4 Wider strategies | Limited experiences beyond home and immediate community; lower uptake of enrichment and extra-curricular activities. |
| 5 Wider strategies | Literacy and numeracy barriers, particularly among lower attainers. |
| 6 Wider strategies | Homework, revision and organisation issues affecting knowledge retention and performance. |
| 7 Wider strategies | Pastoral needs including social, emotional and behavioural challenges that impede learning. |

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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 attendance and behaviour of PP children. | <ul style="list-style-type: none"> • PP children to be in line with National Average. • Decrease in the number of PP children who are PA. • Reduce FTE's for PP children • Reduce triage admissions for PP children |
| Improved academic achievement of all PP children | <ul style="list-style-type: none"> • Improve reading ages of all PP children to within 6 months of chronological age • Achieve Basics 5+ measure of 35% • Narrow gaps in both attainment and progress measures between PP and non-PP children • Improved homework completion rates for PP children; increased use of library (KS3) and EGScellence centre (KS4) . |
| Improved engagement of PP Pupils in extra-curricular activities which provide a wider cultural capital experience. | <ul style="list-style-type: none"> • Engagement in extra-curricular activities by PP Pupils increases • Destinations data for PP Pupils shows an increase in Level 3 pathways • NEETs data for PP Pupils shows a decrease |

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: £181,983

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Robust CPD framework on explicit instruction, modelling, checking for understanding, scaffolding, memorisation/recall. | Research from the EEF and Rosenshine's Principles of Instruction demonstrates that explicit teaching, modelling, and scaffolding significantly improve student understanding and retention. Frequent checks for understanding and retrieval practice are proven to strengthen long-term memory and support mastery of complex concepts. | 1,2,5 |
| Teacher planners and knowledge organisers embedded to prioritise disadvantaged learners ("Disadvantaged First"). | Research from the EEF highlights that structured planning and clear knowledge organisers help reduce cognitive load and support retention, particularly for disadvantaged pupils. Prioritising these learners ensures equitable access to curriculum content and addresses attainment gaps through targeted scaffolding and clarity of expectations. | 1,2,6 |
| Employment of specialist staff (SEND, TAs) to strengthen adaptive teaching and inclusion. | EEF research and SEND Code of Practice emphasise that targeted support from trained specialists and teaching assistants improves access to the curriculum for children with additional needs. Effective deployment of TAs and SEND staff enhances adaptive teaching, reduces barriers to learning, and promotes inclusive practice, leading to improved progress for vulnerable learners. | 1,5,7 |
| Specialist external literacy CPD to improve reading across the curriculum. | EEF research and Ofsted subject reviews highlight that high-quality professional development in literacy improves teacher expertise and consistency in reading instruction. External specialist input ensures evidence-based strategies are embedded across subjects, leading to improved vocabulary acquisition, comprehension, and overall attainment for all learners. | 5 |

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

Budgeted cost: £213,353

| Activity | Evidence That Supports This Approach | Challenge Number(S) Addressed |
|--|--|--------------------------------------|
| Small-group tutoring and holiday revision programmes targeting PP children in core subjects. | EEF research shows that small-group and one-to-one tutoring are among the most effective interventions for accelerating progress, particularly for disadvantaged pupils. Structured holiday revision programmes provide additional learning time, reinforce key concepts, and help close attainment gaps in core subjects. | 1,2,5,6 |
| Thinking Reading programme expansion and dyslexia screening/intervention. | Early dyslexia screening and targeted intervention are endorsed by the SEND Code of Practice and EEF guidance as effective measures to close reading gaps and improve long-term outcomes for learners with specific literacy difficulties. | 5 |
| Data-driven intervention (SISRA) to identify and address underperformance quickly. | Timely, data-informed decision-making accelerates progress by enabling early identification of gaps. Tools like SISRA provide granular performance analysis, allowing targeted interventions that are proven to improve outcomes for vulnerable and underperforming groups | 1,6 |

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

Budgeted cost: £392,294

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| Attendance management and targeted home engagement to remove barriers. | DfE and EEF research show that strong attendance systems and proactive parental engagement improve attendance and reduce barriers, leading to better access to learning and outcomes. | 3,7 |
| Minibus to support children getting into school | Using a rented minibus has helped the attendance team pick up more children which has meant an increase in attendance. This has improved PP attendance last year | 3,7 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Rewards strategy linked to attendance/behaviour and curricular trips/visits to build cultural capital. | Children are engaged with the Guilford Gold swap shop as a positive tool of engagement within school. Children have been involved in deciding the product to sell within the Swap Shop. It is also linked to Prom for year 11. | 3 |
| Counselling and mental-health ambassador programme; key-worker inclusion model. | Research shows that early mental health support and trusted adult relationships improve wellbeing, engagement, and attainment. Inclusion models with key workers reduce barriers and strengthen support for vulnerable learners. The children are very aware of Annie, she is visible within the school. | 7 |
| Hardship fund for uniform/equipment/transport; “No child goes hungry” policy. | Removing financial barriers improves attendance, engagement, and wellbeing. Access to essentials and food security ensures pupils can participate fully and focus on learning. | 3,7 |
| Alternative provision pathways for at-risk pupils; re-integration support. | High-quality alternative provision reduces exclusions and maintains engagement for pupils at risk of disengagement. Tailored pathways provide continuity of education and safeguard wellbeing, while structured re-integration plans ensure pupils successfully return to mainstream learning, improving behaviour, attendance, and long-term outcomes. | 7 |
| Careers and CIAG (Think Forward, Nottingham College partnerships) to raise aspirations. | Gatsby Benchmarks highlight that high-quality careers education and impartial guidance raise aspirations and improve post-16 outcomes. Partnerships with external providers like Think Forward and local colleges offer tailored advice, work experience, and progression pathways, ensuring disadvantaged and at-risk pupils access opportunities that broaden horizons and support informed decision-making. | 4 |

Total budgeted cost: £623,500