



*Creative
Education
Trust*

Ellis Guilford School

Pupil Premium allocation and strategy 2019-2020

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/ Rapid Improvement Board meeting. The annual review is published on the academy's website in September each year.

The main barriers to achievement for disadvantaged pupils in this academy are:

- There is an achievement gap for pupil premium pupils when compared to others nationally across the English Baccalaureate subjects
- Pupils' mental health and social behaviour
- Pupil Premium pupils have low aspirations with lack of role models in higher education within the community and lack of knowledge of the progression through to their chosen career path
- Attendance and punctuality of pupil premium students

Total pupil premium funding for current year: **£631,875**

About the school

Total number on roll	Years	Number of children looked after	Funding Allocation For CLA
1306	Years 7 -11	6	£11,400

Year	Others	Pupil Premium	Number of Pupils	% Pupil Premium
7	99	166	265	63%
8	123	147	270	54%
9	132	136	268	51%
10	117	124	241	51%
11	144	118	262	45%
Total	515	698	1306	53%



Pupil Premium expenditure and impact 2019-20

Strategy	Cost	Success criteria	Evaluation						
Quality first teaching	£170,000	<ul style="list-style-type: none">Target disadvantaged pupils first within the classroomDevelop teaching and learning so that it meets the needs of every learnerEnhanced teaching in English, Mathematics and Science	<i>Education Trust</i>						
			<u>Attainment</u>						
			Attainment measure(%)	2019 Disadvantaged	2019 Non-Dis	2019 In school Gap	2020 Disadvantaged	2020 Non-Dis	2020 In school Gap
			4+ English	47.3	69.6	-22.3	54.4	75.9	-21.5
			4+ maths	30.7	60.8	-30.1	45.6	69.5	-23.9
			5+ English	23.6	45.9	-22.3	34.2	48.9	-14.7
			5+ Maths	16.7	34.5	-17.8	27.2	44	-16.8
			<ul style="list-style-type: none">The In-school gap for English and Mathematics 4+ has decreased when compared to the performance gap in 2019.The In-school gap for English 5+ has improved significantly by 7.6% when compared to the performance gap in 2019.The In-school gap for Mathematics 5+ is broadly in-line with the 2019 outcomes.						

Targeted and tailored intervention	£221,875	<ul style="list-style-type: none"> Identify learning gaps in pupil's knowledge and provide rapid and targeted intervention Holiday tuition SLT mentoring of Pupil Premium Prior High attainers Implement intervention classes for underachieving pupils in English and Mathematics and other subjects Deploy teaching assistants for Accelerated Reading, Numeracy catch up Continue to build on literacy and numeracy across curriculum Alternative Provision, external and internal 	<p><u>Progress</u></p> <p>The progress 8 score for Disadvantaged pupils is -0.98 compared to -0.98 in 2019. This is an improvement of +0.05.</p> <ul style="list-style-type: none"> The In-school gap has improved by +0.1 when compared to 2019 results. In-school Gap to national has improved by 0.12. <p>Progress 8 Overview 2020</p> <table border="1" data-bbox="954 571 2201 874"> <thead> <tr> <th>Comparing to In-School gap(P8)</th><th>2019 Outcomes</th><th>2020 Outcomes</th><th>Difference</th></tr> </thead> <tbody> <tr> <td>Non-Disadvantaged(EGS)</td><td>-0.37</td><td>-0.47</td><td>-0.1</td></tr> <tr> <td>Disadvantaged(EGS)</td><td>-0.98</td><td>-0.93</td><td>0.05</td></tr> <tr> <td>In-school Gap</td><td>-0.61</td><td>-0.46</td><td>0.15</td></tr> <tr> <td>Non-Disadvantaged(National)</td><td>0.13</td><td>-0.47</td><td>-0.06</td></tr> <tr> <td>Disadvantaged(National)</td><td>-0.45</td><td>-0.93</td><td>-0.48</td></tr> <tr> <td>Gap(National)</td><td>-0.58</td><td>-0.46</td><td>0.12</td></tr> </tbody> </table> <ul style="list-style-type: none"> Accelerated reading, numeracy catch up was inconclusive due to the Covid 19 pandemic. <table border="1" data-bbox="954 975 1991 1552"> <thead> <tr> <th>Year 11 Accountability Measures</th><th>2019 Disadvantaged Results(%)</th><th>2020 Disadvantaged results(%)</th><th>Impact compared to 2019 Results(%)</th></tr> </thead> <tbody> <tr> <td>4+ English</td><td>47.3</td><td>54.4</td><td>7.1</td></tr> <tr> <td>4+ Maths</td><td>30.7</td><td>45.6</td><td>14.9</td></tr> <tr> <td>4+ English & Maths</td><td>24.6</td><td>37.7</td><td>13.1</td></tr> <tr> <td>5+ English</td><td>23.6</td><td>34.2</td><td>10.6</td></tr> <tr> <td>5+ Maths</td><td>16.7</td><td>27.2</td><td>10.5</td></tr> <tr> <td>5+ English & Maths</td><td>10.5</td><td>17.5</td><td>7</td></tr> <tr> <td>7+ English</td><td>5.3</td><td>4.4</td><td>-0.9</td></tr> <tr> <td>7+ Maths</td><td>0.9</td><td>2.6</td><td>1.7</td></tr> <tr> <td>7+ English & maths</td><td>0</td><td>0.9</td><td>0.9</td></tr> <tr> <td>Progress 8</td><td>-0.98</td><td>-0.93</td><td>0.05</td></tr> </tbody> </table>	Comparing to In-School gap(P8)	2019 Outcomes	2020 Outcomes	Difference	Non-Disadvantaged(EGS)	-0.37	-0.47	-0.1	Disadvantaged(EGS)	-0.98	-0.93	0.05	In-school Gap	-0.61	-0.46	0.15	Non-Disadvantaged(National)	0.13	-0.47	-0.06	Disadvantaged(National)	-0.45	-0.93	-0.48	Gap(National)	-0.58	-0.46	0.12	Year 11 Accountability Measures	2019 Disadvantaged Results(%)	2020 Disadvantaged results(%)	Impact compared to 2019 Results(%)	4+ English	47.3	54.4	7.1	4+ Maths	30.7	45.6	14.9	4+ English & Maths	24.6	37.7	13.1	5+ English	23.6	34.2	10.6	5+ Maths	16.7	27.2	10.5	5+ English & Maths	10.5	17.5	7	7+ English	5.3	4.4	-0.9	7+ Maths	0.9	2.6	1.7	7+ English & maths	0	0.9	0.9	Progress 8	-0.98	-0.93	0.05
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Minimizing barrier to achievement	£185,000	<ul style="list-style-type: none"> • Track and intervene where attendance falls below 95% • To embed regular attendance and achievement panels • Deploy case workers to work with disadvantaged pupils with attendance below 95% • Targeted use of pupil support team, utilizing multi agency access to support the personal well-being of disadvantaged pupils • Promote and ensure all pupils have access to careers education, information and guidance (CEIAG) • Provision of effective information and support parents to understand their child's progress – target pupils for parents' evening • Improve Behavior for Learning to increase pupil engagement via additional pastoral support staff • Improve access to learning by EAL pupils • Provision of educational software for home learning – GCSE Pod, Math's Watch • Revision guides for Pupil Premium pupils 	<p><u>Attendance (Dis):</u></p> <p>The national figure for <u>All pupils</u> is 94.5% and 90.8% for <u>Disadvantage Pupils</u>.</p> <p>Full year evaluation</p> <ul style="list-style-type: none"> • 2019/20 Full year attendance for Disadvantage is 86.8%. • Attendance for Disadvantaged pupils has declined by 2.9 % when compared to 89.7% in 2018/19. • The attendance of Disadvantage pupils is below national figure for disadvantage by 4%. <p>Persistent Absence (PA):</p> <p>The national figure for All pupils is 94.5% and 90.8% for Disadvantaged pupils.</p> <ul style="list-style-type: none"> • 2019/20 Full year figure for Disadvantaged PA is 41.6% • Persistent Absence for Disadvantaged pupils has increased by 8.6% when compare to 33% in 2019/20. <p>2019/20 Behaviour (Dis):</p> <p>Full Year evaluation</p> <p>There has been an increase in both First and Repeated exclusions for Disadvantage pupils when compared to 2018/19 figures.</p> <ul style="list-style-type: none"> • 121 Pupils received a First FTE (16%) compared to 85 pupils in 2018/19. • 76 Pupils received a Repeated FTE (10.2%) compared to 45 pupils in 2018/19.
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		<ul style="list-style-type: none"> • Chrome books for Pupil Premium pupils 	<ul style="list-style-type: none"> • Chromebooks and dongles subsidized for all Disadvantage pupils • All disadvantage pupils issued with revision guides. • Awaiting NEET figures for 2020. • Disadvantaged pupils all received additional careers interviews and targeted careers events. • 56% of Disadvantage Y11 students accessed Unifrog to support their career choice.
Raising aspirations and broadening experiences	£55,000	<ul style="list-style-type: none"> • Continue to raise aspirations of disadvantaged pupils across KS3 and KS4 • Increase pupil access to cultural activities and experiences through school visits • Visits to local Universities and employers • Encourage Disadvantaged pupils to become prefects and pupil ambassadors 	<p><u>Provision</u></p> <ul style="list-style-type: none"> • Uniform and equipment purchased when appropriate • Trips and school visits subsidised for Disadvantage pupils.

