

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

The pupil premium funding for publicly funded schools in England to raise the attainment of disadvantage 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 2021 -22 is £955 per pupil.
- Total pupil premium funding for current year:

Years	Number of children Looked After	Funding Allocation for CLA
Year 7 - 11	7	£16,415

Year	Others	Pupil Premium	Number of Pupils	Percent Pupil Premium
Year 7	149	88	237	37.1%
Year 8	136	140	276	59.1%
Year 9	132	136	268	50.7%
Year 10	143	131	274	47.8%
Year 11	131	122	253	48.2%
Total	691	617	1308	47.2%

School overview

Detail	Data
School name	Ellis Guilford
Number of pupils in school	1302
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	C Keen
Pupil premium lead	J Chambers
Governor / Trustee lead	L Bowers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£630,778
Recovery premium funding allocation this academic year	£95,773

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	£726,551

Part A: Pupil premium strategy plan

Statement of intent

At Ellis Guilford School, we have high aspirations and ambitions for our pupils and believe that all learners should be able to reach their full potential. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Ellis Guilford School, we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a high quality, rich and varied curriculum.

Disadvantaged First: A Classroom Approach to Supporting disadvantaged Pupils

- Disadvantaged pupils are known by their teachers, are identified in class charts.
- Disadvantage pupils are considered first on any seating plan.
- In addition, 3 disadvantaged students are targeted in each class every half term.
- The 3 disadvantaged pupils are asked at least one question every lesson and understanding is checked on a regular basis.
- Disadvantaged pupils have their work marked first and books are checked at the end of every lesson.
- Teacher planners are used to plan for and track disadvantaged pupils.
- Disadvantaged pupils will be encouraged through rewards, praise and STAR of the lesson postcards.
- Each half term 3 phone calls to parents of disadvantaged pupils to discuss progress.

At Ellis Guilford School we all apply a disadvantaged first approach:

Disadvantaged First: A Faculty Approach to Supporting disadvantaged Pupils

- Progress of disadvantaged pupils is a standing item on faculty agendas and at the end of each data point.
- Each faculty has a pupil premium champion who represents the pupils in their subject and advocates for their needs.
- Disadvantaged pupils will have the required resources
 - e.g. equipment, revision guides, after school ICT support, intervention session invitations through parental contact.

Pupil premium champions can apply for additional resources JCH (Jo Chambers).

Disadvantaged First: A School Approach to Supporting disadvantaged Pupils

- Disadvantaged pupils will have access to equipment and uniform
- Disadvantage pupils will have the opportunity to attend extracurricular activities and experiences.
- Parent engagement of disadvantage pupils is targeted by the school via the EGS APP, social media, parents evenings etc.
- Progress and accountability of disadvantaged pupils is monitored through the Factuality achievement meetings and appropriate subject targets made.

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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	PP pupils have lower attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge
2	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 school closure will widen the gap between disadvantaged children and their peers.
3	Low attendance and persistent absenteeism of PP/disadvantaged children.
4	Pupils have limited experiences beyond their home life and immediate community.

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 of PP pupils.	<ul style="list-style-type: none"> PP pupils to be in line with National Average. Decrease in the number of PP pupils who are PA.
Improved progress 8 for all PP pupils	<ul style="list-style-type: none"> P8 for PP -0.3- 0.2
Improved Engagement of PP Pupils in extra curricular activities which provide a wider cultural capital experience.	<ul style="list-style-type: none"> The number of PP pupils attending extra curricula activities is above 60%

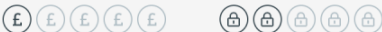
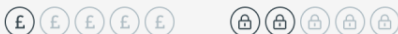
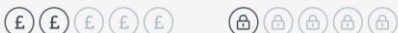

Activity in this academic year

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)

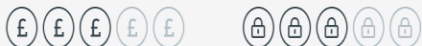
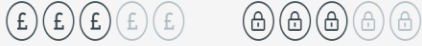
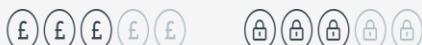

Budgeted cost: £322,099













Activity	Evidence that supports this approach	Challenge number(s) addressed
Knowledge Organisers	<p>Retrieval</p> <p>Mastery learning  </p> <p>High impact for very low cost based on limited evidence</p>	1, 2
Teacher Planners – Bespoke teacher planners designed as a tool to facilitate high quality lesson planning.	<p>Mastery learning  </p> <p>High impact for very low cost based on limited evidence</p>	1, 2
Employment of specialist support staff for Accelerated Learning Gateway KS3 and KS4.	<p>Teaching Assistant Interventions  </p> <p>Moderate impact for moderate cost based on moderate evidence</p>	1, 2, 4

Robust CPD framework for teaching and support staff across the school focused on typicality feedback and teaching and learning pedagogy.	<p>Mastery learning High impact for very low cost based on limited evidence</p> 	1, 2
Provide specialist external literacy CPD to ensure high quality teaching	<p>Mastery learning High impact for very low cost based on limited evidence</p> 	1, 2, 4
Leadership of pupil premium across the school	<p>Performance pay Low impact for low cost based on very limited evidence</p> 	1, 2, 3, 4
Teacher resource toolkit to support implementation within the classroom.	<p>Mastery learning High impact for very low cost based on limited evidence</p> 	1, 2

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





Budgeted cost: £258,500























Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths tutor to deliver small group tuition to KS3 pupil	<p>One to one tuition High impact for moderate cost based on moderate evidence</p> 	1, 2
English tutor to deliver small group tuition to year 11 pupils currently underachieving	<p>One to one tuition High impact for moderate cost based on moderate evidence</p> 	1, 2
Provide specialist external literacy CPD to ensure high quality teaching	<p>One to one tuition High impact for moderate cost based on moderate evidence</p> 	1, 2
Additional holiday sessions in subjects across the curriculum	<p>Extending school time Moderate impact for moderate cost based on limited evidence</p> 	1, 2, 4

Expand Thinking Reading programme with additional Thinking Reading Tutors	Individualised instruction Moderate impact for very low cost based on limited evidence  	1, 2, 4
The Eden Method – Specialist English masterclass	Oral language interventions Very high impact for very low cost based on extensive evidence  	1, 2, 4
Curriculum support materials (revision books and textbooks) for KS4 pupils	Reading comprehension strategies Very high impact for very low cost based on extensive evidence  	1, 2
Intervention using external providers in core subjects, in particular English and Maths 4+ and 5+.	Oral language interventions Very high impact for very low cost based on extensive evidence  	1, 2
Personalised Learning Gateway for those at risk of PEX	Social and emotional learning Moderate impact for very low cost based on very limited evidence  	1, 2, 3, 4
Think Foreword Programme and external mentoring for CIAG	Aspiration interventions Unclear impact for very low cost based on insufficient evidence  	

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

Budgeted cost: £145,953

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve library provision to include purchasing broader fiction and nonfiction texts and subscriptions for newspapers and magazines.	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence  	4
Provide Chromebooks for pupils to access Oak Academy resources who have	Collaborative learning approaches High impact for very low cost based on limited evidence  	1, 2, 4

fallen behind due to absence and exclusion		
Specialist cover teachers to cover classes rather than supply staff	Mastery learning High impact for very low cost based on limited evidence  	1, 2
Implementation of minibus collections for PP pupils who have disengaged	Behaviour interventions Moderate impact for low cost based on limited evidence  	
Attendance manager to support removing barriers for PP pupils	Behaviour interventions Moderate impact for low cost based on limited evidence  	
'Going for Gold' Rewards strategy to include a school trip experience to Alton Towers provided by the school.	Behaviour interventions Moderate impact for low cost based on limited evidence  	
School production with roles and responsibilities for all pupils to take part.	Arts participation Moderate impact for very low cost based on moderate evidence  	
Parent partnership admin to ensure effective communication and relationships with PP parents and carers.	Parental engagement Moderate impact for very low cost based on extensive evidence  	
Personalised Learning Gateway for pupils at risk of PEX.	Behaviour interventions Moderate impact for low cost based on limited evidence  	
Key working Inclusion Strategy.	Mentoring Low impact for moderate cost based on moderate evidence  	
No child goes hungry policy.	Behaviour interventions Moderate impact for low cost based on limited evidence  	
Half termly reward incentives.	Behaviour interventions Moderate impact for low cost based on limited evidence  	
Uniform and equipment to remove barriers to accessing education.	Behaviour interventions Moderate impact for low cost based on limited evidence  	

Total budgeted cost: £ [insert sum of 3 amounts stated above]

