

Pupil premium strategy statement – Ellis Guilford School

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

The pupil premium funding for publicly funded schools in England to raise the attainment of disadvantage pupils 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

Total pupil premium funding for current year:

Years	Number of Children Looked After
Year 7 - 11	9

Year	Pupil Premium (Recipient)	Number of pupils	Percent Pupil Premium
Year 7	132	255	51%
Year 8	104	244	42.6%
Year 9	115	256	45%
Year 10	118	268	44%
Year 11	121	268	45.1%

Total	590	1291	45.7%
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(Data correct 1/12/2023)

School overview

Detail	Data
Number of pupils in school	1291
Proportion (%) of pupil premium eligible pupils	45.7% (590)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023 Next Review September 2024
Statement authorised by	C Keen
Pupil premium lead	J Girling
Governor / Trustee lead	L Bowers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£616,403
Recovery premium funding allocation this academic year	£169,642
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£786,045

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 Arbor.
- Disadvantage pupils are considered first on any seating plan.
- In addition, 3 disadvantaged pupils 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 JGI (James Girling).

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.

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	Attendance – there remains a stubborn attendance gap between PP and non-PP pupils. If outcomes for financially disadvantaged pupils are to improve then this gap will need to be closed.
4	Pupils have limited experiences beyond their home life and immediate community. Access to enrichment activities is low amongst our PP pupils than our non-PP pupils.
6	The percentage of PP pupils achieving grades 4+ and 5+ in English and Mathematics is still below national data for non-disadvantaged pupils.
7	Literacy and numeracy – a large number of our lower attainers are from financially disadvantaged backgrounds. There is a whole school focus on reading (Love of reading, Think reading).
8	Pastoral – PP pupils frequently present with pastoral issues such as: difficulties with social skills, incorrect uniform or equipment, lack of support at home, don't eat breakfast, poor attendance and lateness, low aspirations and anger management issues. Consequently, a number of our strategies are aimed at providing social and emotional support.

9	Homework, revision and organisation – issues with knowledge retention and recall can often explain the underperformance of this group in summative assessments.
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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
Continue to improve the attendance of PP pupils.	PP pupils to be in line with National average. Decrease in the number of PP pupils who are PA. A sustained reduction in the attendance percentage
Improved progress 8 for all PP pupils	P8 for PP -0.3- 0.2
Improved Engagement of PP Pupils in extracurricular activities which provide a wider cultural capital experience.	To raise the number of PP pupils attending extra curricula activities is above 50%
Improve the Progress 8 Score for low ability Pupil Premium pupils.	To raise the progress 8 score of all PP pupils, and ensure the attainment of low ability PP pupils sits in line with their PP peers
Close the gap between our PP pupils and National non-disadvantaged pupils on the 4+ and 5+ in English and Mathematics measure.	To decrease the P8 gap between PP and non-PP pupils in English and Maths.
Ensure that high ability PP pupils fulfil their potential and achieve the top grades at GCSE.	P8 for HA PP pupils in line with national average
Increase the uptake of enrichment activities by PP pupils. Ensure participation in these events / opportunities is captured.	The tracking data shows a year-on-year increase in the number of PP pupils continually attending extra-curricular clubs, with the aim of their attendance mirroring their non-PP peers.
Continue to support the social, emotional and behavioural needs of our PP and more vulnerable learners	All pupils that require additional social, emotional and behavioural mentoring and support, will have regular access to it.

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: £ 256,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Professional Development – Non negotiable	The EEF Guide to Supporting School Planning: A Tiered Approach to 2021, makes continual reference to the importance of quality first teaching. “We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom” The CPD at Ellis Guilford will therefore focus on developing T&L practice, specifically relating to proven practice related to explicit instruction, modelling, checking for understanding, scaffolding and memorisation and recall. Effective Professional Development EEF (educationendowmentfoundation.org.uk) Guidance from EEF. Professional Development.	1,2,6,7
Moving On Up - A programme designed to empower teachers to deliver high quality lessons more consistently. The programme takes an in depth look at explaining, questioning, differentiation, modelling, practice and feedback.	At Ellis Guilford, we very much put value in the professional development of our staff and on ensuring all members of staff have access to relevant CPD to develop their practice.	1,2,6
ECT programme - Continue to offer a range of ITT opportunities and	At Ellis Guilford, we very much value the professional development of new staff and on ensuring newly qualified members of staff have access to	1,2,6,7,9

support those teachers who are new to the profession.	relevant CPD to develop their practice further.	
Leadership of pupil premium across the school	The senior team has expanded with the appointment of an additional Assistant Headteacher in September 2022 who will lead on PP. This appointment will directly benefit financially disadvantaged pupils at the school. This appointment will also directly contribute to the personal development and whole school leadership, directly impacting PP pupils.	1,2,3,4
Teacher Planners – Bespoke teacher planners designed as a tool to facilitate high quality lesson planning.	Teachers are positively and proactively targeting and planning for the individuals needs of the disadvantaged children so that they are able to make accelerated progress compared to other pupils. Disadvantaged children often arrive at secondary school behind their peers academically and need to make accelerated progress in order to catch up with their peers. Teachers are aware of which students are eligible for PP. Staff now need further training and guidance on how they can adapt planning, delivery and feedback so that these pupils can make accelerated progress	1,2,9
Provide specialist literacy CPD to ensure high quality teaching	The Education Endowment Foundation reports that reading comprehension strategies are high impact on average (+6 months). The EEF also states that “On average, disadvantaged children are less likely to own a book of their own and read at home with family members...and may not acquire the necessary skills for reading and understanding challenging texts.” Effective Professional Development EEF (educationendowmentfoundation.org.uk) Guidance from EEF. Professional Development.	7

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

Budgeted cost: £204,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths tutor to deliver small group tuition to KS3 pupil	The EEF Guide to Supporting School Planning: A Tiered Approach to 2021, widely acknowledges that tutoring is one of the most effective tools for supporting rapid pupil progress, and the evidence supports that it's a highly effective means of raising attainment amongst lower attaining and disadvantaged pupils; the pupils hardest hit throughout the pandemic	1,2,6,7
English tutor to deliver small group tuition to year 11 pupils currently underachieving		1,2,6,7
Holiday revision programmes e.g. Easter Revision. These will continue to target year 11 Pupil Premium pupils in all GCSE subjects.	The EEF Teaching and Learning toolkit recognises that although high cost, summer schools, or holiday revision sessions more broadly, have a high level of impact (3+ months) in terms of student progress.	1,2,6,9
Expand Thinking Reading programme with additional Thinking Reading Tutors	The EEF has identified mentoring as having a 2+ month positive impact and states that mentoring has a small, positive impact on student attainment. The Education Endowment Foundation reports that reading comprehension strategies are high impact on average (+6 months). The EEF also states that "On average, disadvantaged children are less likely to own a book of their own and read at home with family members...and may not acquire the necessary skills for reading and understanding challenging texts."	7
Intervention using external providers in	The Education Endowment Trust suggest intensive tuition in small groups can be effective if used to provide	1,2,6,7

core subjects, in particular English and Maths 4+ and 5+.	support to 'lower attaining learners or those who are falling behind' One to one tuition EEF (educationendowmentfoundation.org.uk) From Randstad / National programme to provide intensive recovery support	
Personalised Learning Gateway for those at risk of PEX	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	8
Think Foreword Programme and external mentoring for CIAG	By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	4,8
Providing subsidised and free resources for pupils to improve attainment.	The EEF's evidence-based focus on setting homework, recognised that many PP pupils lack a quiet space at home from which to learn, as well as sometimes having less access to suitable resources (i.e. revision materials). Providing our PP pupils with these resources, and by supporting pupils to effectively use these resources, will hopefully improve student engagement in purposeful revision.	1,2,6,9
Core group (Academic mentoring)	Core group is a data driven (data derived from assessments) intervention strategy designed to target those that are underperforming in specific subjects. The EEF evidence supports this smaller group and data targeted approach as being good practice to enable all pupils to make good progress. The evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully. These	8

	interventions should be targeted at specific pupils using information gathered from assessments. https://educationendowmentfoundation.org.uk/supp-ort-for-schools/school-improvement-planning/2-targeted-academic-support	
SISRA Analytics	SiSRA is a data analysis tool used by SLT and teachers, enabling staff to drill into the data of a class, or entire cohort, to identify areas requiring intervention. At Ellis Guilford we continually use data to inform our student intervention, including targeted intervention strategies outlined above.	1,2
Supporting Year 9 pupils with the Pathways process	At Ellis Guilford we thoroughly believe that pupils require support when selecting their pathways. Pupils will be guided by their form tutors and class teachers to ensure they are informed on all aspects of future development and progress. They will also be given the opportunity to meet with the career's advisor.	8

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

Budgeted cost: £325,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist cover teachers to cover classes rather than supply staff	The EEF Guide to Supporting School Planning: A Tiered Approach to 2021, makes continual reference to the importance of quality first teaching. "We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom". Therefore the stability of providing classes with appropriate cover staff where required ensure consistency in approach.	1,2
Attendance manager to support removing barriers for PP pupils	According to the evidence, the pandemic has increased attendance inequalities in schools. By employing full-time attendance officers, we will better be able to monitor the attendance of PP pupils and put in place strategies to reduce absence / persistent absence for this group.	3
'Going for Gold' Rewards strategy to include a school trip experience to Alton	What Is Ofsted's 'Cultural Capital'? True Education Partnerships Evidence from pupil voice and attainment of impact of curricular related trips and participation in extra-curricular offer. Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level	4,8

Towers provided by the school.	<p>disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories</p> <ul style="list-style-type: none"> - Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
Key working Inclusion Strategy.	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1.2
Half termly reward incentives.	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories</p> <ul style="list-style-type: none"> - Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>At Ellis Guilford we recognise the importance of rewarding students that regularly demonstrate the correct behaviours and attitudes. We therefore regularly celebrate the achievements of our students through a broad range of incentives (Award/celebration events, Guilford Gold points, vouchers, queue jumps, certificates, etc.).</p> <p>The book by Tom Bennett, Running the Room, largely focused on routines, rules, conformity and relationships. Throughout, Tom Bennett continually explained that routines and behaviours should be developed alongside strong behaviour and reward/incentives systems.</p>	3,6,8
Transport, Uniform and equipment to remove barriers to	<p>Cost of school uniforms - GOV.UK (www.gov.uk) Local unemployment and deprivation higher than national average, increase by 5.2% on FSM over last 2 years and parents increasingly needing support to provide uniform.</p> <p>Where appropriate, we will also provide financial support to ensure that our more vulnerable students attend school on time</p>	3,8

accessing education.	(funding transport), and that they have the resources to fully engage in their lessons.	
Homework Club	Homework club is available after school and pupils are recommended to attend if homework is becoming an issue. The EEF Teaching and Learning toolkit relating to the impact of homework on educational progress recognises and suggests that "Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils)." The Ellis Guilford homework club is set-up to support disadvantaged pupils, but more broadly any pupils that would benefit from this provision.	9
CPOMS	According to OFSTED, the number of child protection referrals dramatically reduced during the first lockdown. Although it has since increased, Spielman said this has not yet returned to previous levels. This has raised fears that abuse could be going undetected. https://www.theguardian.com/society/2020/dec/01/pandemichas-left-legacy-of-child-abuse-and-neglect-ofsted-warns Using CPOMS enables us to monitor the welfare and safeguarding concerns, so we can record the instances properly and act swiftly to keep pupils safe.	8
Alternative Provision	A small number of our pupils will continue to attend Alternative Provision. These pupils are expected to make strong progress in the subjects they study.	8
Extra – Curricular Provision	Similar to our commitment to ensure all our disadvantaged pupils have access to music lessons, we also feel strongly that all pupils, regardless of background, should have access to a broad range of enriching activities. Ellis Guilford will continue to offer a diverse extracurricular programme. PP pupils will be actively encouraged to access these, and their attendance will be monitored.	4
Trips and Visits	The Ellis Guilford School have committed to fund PP pupils' attendance to trips that are directly linked to the curriculum (e.g. the Geography field trip, drama trip to Nottingham Playhouse). The Academy have also decided to heavily subsidise trips that we believe are important to the personal development of our PP pupils.	4
School production with roles and responsibilities for all pupils to take part.	What Is Ofsted's 'Cultural Capital'? True Education Partnerships Evidence from pupil voice and attainment of impact of curricular related trips and participation in extra-curricular offer.	4,8
Mental health ambassador programme	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	8

including counselling.		
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Total budgeted cost: £786,045

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Purpose
Arbor	The system enables us to better track and record behaviour (positive and negative). The system is also used as a means of communicating with parents. All students and their parents have access to a Arbor app so they can observe some behavioural updates and details of relating to homework.
CPOMS	An online system which allows the Academy to accurately record welfare and safeguarding concerns and actions.
SiSRA Analytics	Use of SISRA to identify underperformance and direct targeted interventions.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Despite the vast range of evidence-based strategies used to close the gap in attainment between our PP and non-PP students, disparity in attainment still remains. When looking at the national data, our struggle mirrors the national picture.

Our commitment however is to ensure all students, regardless of context, achieve an acceptable P8 score, and we have and will continue implement new systems and interventions to further support this key whole school priority.

Progress 8 Overview 2023

Comparing to in-school gap (P8)	2019 Outcomes	2020 Outcomes	2022 Outcomes	2023 Outcomes
<i>Non-Disadvantaged (EGS)</i>	-0.37	-0.47	-0.11	-0.35
<i>Disadvantaged (EGS)</i>	-0.98	-0.93	-0.72	-0.87
<i>In-School Gap</i>	-0.61	-0.46	-0.61	-0.52
<i>Non-Disadvantaged (National)</i>	0.13	-0.47	0.15	0.17
<i>Disadvantaged (National)</i>	-0.45	-0.93	-0.55	-0.57
<i>Gap (National)</i>	-0.58	-0.46	-0.7	-0.74

Attendance 2022/23

	All	Non-PP	PP
Whole Cohort	87.50%	91.33%	83.82%
Year 7	90.56%	95.19%	87.18%
Year 8	87.33%	92.89%	82.64%

Year 9	87.17%	90.35%	83.96%
Year 10	88.90%	92.82%	84.92%
Year 11	84.01%	87.09%	80.20%

In analysing the reasons for the gaps, there is still a legacy of poor attendance from lockdown and Covid that impacted the year groups, and the pupil premium cohort, as well as a passivity in taking up the opportunities for catch up and intervention offered. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. Therefore, attendance is a major focus of our current plan. Our surveys and assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to ongoing COVID19-related issues and the return to classroom-based learning. The impact was particularly acute for disadvantaged and vulnerable pupils, and the increasing issues related to mental health. This is why we have increased the support provision in school and added even more capacity in the pastoral team to support pupil wellbeing and inclusion. We know from our KS3 data that our Year 7 & 8 pupils had been challenged with transition and the gaps in their learning, so we have spent time on developing the curriculum to catch pupils up with a focused curriculum to support their knowledge and skills. Altogether in 2021-22 the school provided intervention through small group and individual sessions for many vulnerable and disadvantaged pupils to support catch up, literacy, revision and GCSE preparation and pastoral / wellbeing support.

To conclude, provisions are now in place and beginning to become embedded in whole school practice to support the improvements of progress for all students including a specific focus on inclusive and adaptive teaching.

Target Area	Strategy	Evaluation
Teaching	Knowledge organisers	Knowledge organisers are supporting pupils in the classroom and at home for independent study/homework. Knowledge organiser has been further developed to include more dual coding to ensure they are SEND friendly. Knowledge organisers have become an integral part of the classroom routine however need to be embedded more into improving academic success.
	Continued Professional Development – Non negotiable	Classroom based staff have all had extensive CPD this academic year including curriculum implementation strategies such as Checking

	<p>Moving On Up - A programme designed to empower teachers to deliver high quality lessons more consistently. The programme takes an in depth look at explaining, questioning, differentiation, modelling, practice and feedback.</p>	<p>for Understanding, Effective instruction, Use of the mini whiteboard, entry routines and questioning. This CPD has supported the improvement in classroom-based practice across the school.</p> <p>Additional sessions held to support classroom teacher in a range of classroom aspects such as entry routines, differentiation and modelling. Targeted approach has ensured improvement in teacher development and overall practice. Continual CPD is seen as a strength to members of staff.</p>
	<p>Teacher Planners – Bespoke teacher planners designed as a tool to facilitate high quality lesson planning.</p>	<p>Teachers are using their teacher planners for curriculum implementation. Specific areas are given for planning instruction, modelling, application, and feedback. Planners are also providing teachers with the ability to track assessment data and provide timely interventions, as well as a designated area for annotated seating plans which are further supporting PP pupils in the classroom. Clear consistency with Seating plans means that PP pupils are highlighted and supported where required.</p>
	<p>Employment of specialist staff</p>	<p>Learning Cover Supervisors used to provide a consistent quality of education for pupils. Capacity has increased and additional training provided to ensure consistency of routine. Pupil premium pupils have been consistently used as reference points in case studies and highlighted in aspects such as intervention and classroom routines for example placement in class and focus on questioning.</p>
	<p>Provide specialist literacy CPD to ensure high quality teaching</p>	<p>Utilisation of support from Thinking Reading to help launch literacy programme in school. Books purchased to help support CPD and continued training of staff to become more competent when addressing the literacy needs in the school. Additional focus on literacy as a whole school focus has been presented at a number of CPD events. Sparx Reading has now been implemented as a key method of homework for KS3 pupils to support the development of reading skills.</p>

	<p>Curriculum support materials</p>	<p>PP pupils have been selected to take part in several interventions this year including My Tutor, small group tuition</p>
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Targeted academic support	Intervention using external providers in core subjects, in particular English and Maths 4+ and 5+. One to one tuition EEF (educationendowmentfoundation.org.uk) Focus on supporting Disadvantaged pupils in English and Maths	in Maths and English. PET-Xi has also been used for intensive intervention in English and Maths at KS3. Information provided by PET Xi using initial baseline test in comparison to results at the end of intervention sessions showed improvement in knowledge and confidence. Anecdotal evidence from participants was positive with pupils stating they enjoyed the sessions in the whole and had progressed in their learning.
	Personalised Learning Gateway for those at risk of PEX	Increased attendance of PLG pupils. Provision provided to ensure pupil still have opportunities to succeed but have the additional support required. Reduction in C3 logs
	Think Foreword Programme and external mentoring for CIAG	30 PP pupils have engaged with the TF programme this year. All Y11 pupils have secured post-16 provision. All pupils have experienced 1-1 mentoring, group mentoring and trips/visits to businesses and employers to complete project work. Negative behaviours reducing within the cohort and chances of being NEET lower than national for participants of TF programme.

Wider strategies	Uniform and equipment to remove barriers to accessing education.	Uniform stock for loan on site. Refreshed stock regularly. Ensuring high expectation of uniform by all and ensuring pupils are prepared for the day in terms of resources required. Additional focus on required on access to resources to
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		support academic success and completion of homework tasks.
	Attendance manager to support removing barriers for PP pupils	Rigorous focus on PP and PP SEND pupils. Both areas have improved YTD from last academic year.
	Key working Inclusion Strategy.	All PP vulnerable pupils have an identified Key worker who monitors and advocates for their progress. This supports pupils in removing their barriers to success. Anecdotal evidence shows pupils feel confident in speaking to key workers and feel supported when required.
	Half termly reward incentives.	Fabulous Friday and weekly celebration events have ensured consistent engagement of most of our pupils. This has impacted in improved attendance of PP and progress. Greater focus and tracking of PP pupils collecting rewards.
	School production with roles and responsibilities for all pupils to take part.	Students performed to over 1,000 people over show week after participating in five months of rehearsals.
	No child goes hungry policy	<p>This is a critical policy ensuring that all children have the opportunity to maintain energy levels and focus despite having no access to funds.</p> <p>The policy supports academic progress. The policy supports wellbeing and mental health. All children understand that they can approach staff for food and/or drinks</p> <p>Vulnerable children provided with food and drinks where neglect prevents this.</p>
	Parent partnership admin	Development of new 'student friendly' prospectus with focus on supporting transition. SATs survival boxes delivered to 180 Year 6 students joining EGS in

		September. 'Ellis 4' and 'Going for Gold' sport events held at EGS throughout the year.
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