

# Pupil premium strategy statement

This statement details Ely College and Bishop Laney Sixth Form's plan for spending student premium and recovery premium funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of student premium had within our school.

## School overview

Detail	Data
School Name	Ely College
Number of pupils in school	1566
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2023/24
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Simon Warburton Principal
Pupil premium lead	Max Grezio, Assistant Principal
Governor / Trustee lead	Dr Kim Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 155,630
Recovery premium funding allocation this academic year	£ 44,436
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <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.</i>	£ 0
<b>Total budget for this academic year</b> <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>	£200,066

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

We will focus specifically on improving oracy and reading success. We believe that the ability to read and communicate orally is a fundamental right for all students. By actively supporting the development of reading and oracy we will be enabling students to broaden their experiences and find interests and passions that enrich life.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will aim:

1. To ensure all PP students make progress in line with their peers in all subjects
2. To ensure a childhood set of experiences at least in line with their non-disadvantaged peers.
3. To ensure all students receive additional and specialised intervention so they make informed choices about the next stage of their learning

### **1. All PP students will make academic progress in line with their peers**

Exceptional teaching is at the heart of ensuring PP students make progress in line with their peers. At Ely College we will ensure all PP students receive the very best teaching in every subject. The pandemic has also meant that many PP students have fallen further behind in some subjects. We will ensure recovery in line with their peers through dedicated and personalised intervention strategies, extending school day with intervention classes, inclusion in the national tutoring programme initiative, Saturday school opportunities, holiday learning support and all staff adhering to our Ely Expects standards for teaching and learning.

### **2. All PP student's attendance will be above or in line with national average attendance**

Attendance will be assured through a rigorous attendance strategy partnered with supportive home school dialogue. Every effort will be made at all levels including tutor, House, attendance officer and other agencies, to ensure sustained attendance is achieved.

### **3. All PP students will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular activities, and supportive personalised pastoral care.**

All PP students will have access to a tutor who will ensure the conditions for learning in school and at home do not hinder academic progress or attainment. Teaching strategies such as targeted focus on students in receipt of PP when marking and reviewing progress and whole school initiatives such as our focus on developing oracy and reading competency, will support PP students gaining greater autonomy, resilience and being able to self-direct their learning.

**4. All PP students will take part in a childhood set of activities which broaden student outlook and perspectives.**

There is much evidence to suggest that those in receipt of pupil premium funding do not always experience a rich set of activities and opportunities which broaden their outlook and perspective. This has been further compounded by the national lockdowns and the pandemic. We will ensure a memorable set of experiences which support engagement and independent growth.

**5. All PP students will take part in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning from year 7.**

The school will ensure an enhanced CEIAG package of activities based on the axiom: **'If you can't see it you won't be it'** this will include personalised mentoring, work experience and dedicated careers interviews and support for post 16 progression. The pandemic has reduced the opportunities for face-to-face discussions on career opportunities and detailed discussion on next steps in learning, career development and progression routes.

## Challenges

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

Challenge number	Detail of challenge
1	Our 2020-2021 PASS (Pupil Attitudes to Self and School <a href="https://www.glassessment.co.uk/assessments/pass/">https://www.glassessment.co.uk/assessments/pass/</a> ) assessments show that disadvantaged students from all year groups present lower scores for key themes compared to their non-disadvantaged peers: Perceived learner capability (-11.8%) Learner self-regard (- 10%), preparedness for learning (-12%), confidence in learning (-10.4%) and attitudes to attendance (-4.3%). <b>2022-23 PASS survey to be analysed and detailed here by the end of Jan 2023</b>
2	KS4 assessments for Year 11 in 2020-2021 indicated that disadvantaged students made less progress, scored a lower average grade, and recorded a lower Ebacc point score than their non-disadvantaged peers.
3	External GL assessments in English show that of the 11% of students in Year 8 who are graded as below average based on SAS bands, 30% of them are disadvantaged students. Only 1% of the cohort is deemed to be "very low" at standard age score from non-disadvantaged students, compared to 8% from disadvantaged backgrounds. External assessments in Maths for Year 8 students show that 11% of non-disadvantaged students account for the very high standard age score of >126 compared to only 4% of disadvantaged students
4	Reading data from the GL assessments indicates that disadvantaged students lag behind their peers in reading ages. In Year 10, the average standard ages score for PP students was 101.2 compared to 107.5 for non-PP students. In Year 8 a similar pattern exists although the gap is greatly reduced. 102 SAS for non-PP students compared to 100 for PP students
5	Attendance at Ely College is exceptional with the overall college attendance last year in excess of 96%. However, attendance statistics for disadvantaged students across the year groups are not as high, ranging from 94% in Year 7 to 88% in Year 11.

6	Our safeguarding data from the latest half term review (Autumn 1 2021/22) shows that referrals from students in receipt of PP as a percentage of the population equate to 19% whereas the percentage from the non-PP population equate to 9.4%. The impacts of mental health and strains placed on families with the disruption of schooling due to COVID, means that students from disadvantaged backgrounds can often require more support from schools and this will remain a priority for us
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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
<b>All PP students will make academic progress in line with their peers</b>	<ul style="list-style-type: none"> <li>Outcomes in all subjects matches that of their peers</li> </ul>
<b>All students will benefit from a three-year partnership with Voice 21 - the National Oracy Education Charity</b>	<p><b>Stage 1 success (2021-2022)</b></p> <ul style="list-style-type: none"> <li>Complete audit of current teaching practice against Oracy benchmarks</li> <li>Consultation and production of our shared vision for oracy</li> <li>A strategic plan for oracy in every classroom will be produced</li> <li>Development of in-house CPD training for all staff</li> <li>Oracy is explicitly taught, and student progress evaluated</li> </ul> <p><b>Stage 2 success (2022-2023)</b></p> <ul style="list-style-type: none"> <li>Evaluate our progress so far against our action plan</li> <li>Revisit the college's vision for oracy and strategic plans for the year</li> <li>Embed the teaching of oracy within teaching and learning</li> </ul> <p><b>Stage 3 success (2023-2024)</b></p> <ul style="list-style-type: none"> <li>Evaluate our progress so far against our action plan</li> <li>Revisit the college's vision for oracy and strategic plans for the year</li> <li>Establish knowledge of what works for our college and our students</li> <li>Sustained and embedded practice of oracy in all areas of college life</li> </ul>
<b>All PP Student's attendance will be above or in line with national average attendance</b>	<ul style="list-style-type: none"> <li>Attendance data for all PP students in line with or above national.</li> </ul>
<b>All students will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular activities, and supportive personalised pastoral care</b>	<ul style="list-style-type: none"> <li>Staff successfully employing teaching strategies which foster independent learning</li> </ul>

	<ul style="list-style-type: none"> <li>• PP student's participation in extracurricular opportunities, including access to residential trips</li> <li>• PP participation in whole school initiatives such as wider reading schemes and dedicated home school projects</li> <li>• Narrowing of the gap in PASS surveys between disadvantaged students and their non-disadvantaged peers.</li> </ul>
<b>All PP students will take part in activities which broaden student outlook and perspectives.</b>	<ul style="list-style-type: none"> <li>• All PP students will complete the '50 things to do before you are 11 ¾'</li> <li>• Full access and encouragement, including financial, to attend residential, trips and access all extracurricular opportunities</li> <li>• All PP students to attain the Meridian Bronze PLEDGE</li> <li>• All PP Students to attend at least three off site visits during KS3</li> <li>• All PP students to complete two of the four sections of the DoE award by end of year 11.</li> </ul>
<b>All PP students will be prioritised in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning.</b>	<ul style="list-style-type: none"> <li>• Fully participating in school's KS3 career's programme delivered through PSHCE lessons</li> <li>• Having at least two independent careers interviews at KS4</li> <li>• Being mentored by a specialist/business coach during KS4</li> <li>• Completing an aspirational work experience programme at KS4.</li> </ul>

## 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: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
40% contribution to specialist teaching and small group intervention support	Small group tuition <a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	2,3,4

20% contribution to total staffing of TA hours	TA interventions <a href="http://educationendowmentfoundation.org.uk">Teaching Assistant Interventions (educationendowmentfoundation.org.uk)</a>	1,2,3,4
Oracy 21 whole college project	<a href="http://educationendowmentfoundation.org.uk">Voice 21: Oracy Curriculum, Culture, and Assessment Toolkit I EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4
Powerful words – continuation of primary intervention into secondaries	<a href="http://teachincambs.org.uk">Powerful Words Projects 2020-21 - Teach in Cambridgeshire (teachincambs.org.uk)</a>	1,2,3,4

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

Budgeted cost: £20,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Brilliant Club Tutor Programme.	EEF Teaching and Learning tool kit: <a href="http://educationendowmentfoundation.org.uk">Small group tuition I EEF</a> <a href="http://educationendowmentfoundation.org.uk">National Tutoring Programme I EEF (educationendowmentfoundation.org.uk)</a>	2,3,4
Ensure each PP student receives at least three 1 to 1 targeted tutor interviews each year and these are always in the first week of each new term.	EEF Teaching and Learning tool kit: <a href="http://educationendowmentfoundation.org.uk">Aspiration Interventions</a>  EEF Teaching and Learning tool kit: <a href="http://educationendowmentfoundation.org.uk">Mentoring</a>	1,2,3,4
Every student across year groups 7 to 9 completes a PASS survey each year to ensure targeted interventions/attitudes to learning and trends in attitudes can be monitored and addressed where necessary	EEF Teaching and Learning tool kit: <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions</a> EEF Teaching and Learning tool kit: <a href="http://educationendowmentfoundation.org.uk">Peer tutoring</a> EEF Teaching and Learning tool kit: <a href="http://educationendowmentfoundation.org.uk">Social and emotional learning</a>	1,2,3,4
Ensure every PP student has access to relevant online revision and learning platforms for KS3 and GCSE study	EEF Teaching and Learning tool kit: <a href="http://educationendowmentfoundation.org.uk">Digital technology I Toolkit Strand I EEF</a>	2,3,4
40% contribution to the Educational Inclusion		5

Officer costs to support attendance intervention		
40% contribution to costs of college counsellor		1,5,6

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that every PP student's parent/s attend at least 1 face to face parent evening each year	EEF Teaching and Learning tool kit: <a href="#">Parental engagement</a>	1,5,6
Each student to complete the Meridian Bronze PLEDGE between year 7 and 9 and strive for their silver PLEDGES at KS4.	EEF Teaching and Learning tool kit: <a href="#">Arts participation</a> EEF Teaching and Learning tool kit: <a href="#">Outdoor adventure learning</a> EEF Teaching and Learning tool kit: <a href="#">Sports participation</a>	1,2,3,4,5,6
All KS4 PP students complete at least two sections of the Duke of Edinburgh's Award Scheme by the end of year 11	EEF Teaching and Learning tool kit: <a href="#">Arts participation</a> EEF Teaching and Learning tool kit: <a href="#">Outdoor adventure learning</a> EEF Teaching and Learning tool kit: <a href="#">Sports participation</a>	1,5
Support the entitlement of PP students to access trips and activities	EEF Teaching and Learning tool kit: <a href="#">Arts participation</a> EEF Teaching and Learning tool kit: <a href="#">Outdoor adventure learning</a> EEF Teaching and Learning tool kit: <a href="#">Sports participation</a>	1,2,3,4,5
Support families with uniform costs and stationery		5

**Total budgeted cost: £ 200,066**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score for our disadvantaged pupils was -0.09. For Attainment 8 it was 41.9

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that the progress of the school's disadvantaged pupils in 2021/22 exceeded the national averages. Disadvantaged Attainment 8 (+7.3) and Progress 8 (+0.46)

Our analysis suggests that despite us making significant in-roads to closing the gap, we continue to be challenged by the Progress 8 and Attainment 8 scores of our disadvantaged versus non-disadvantaged pupils since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was 0.35 compared to -0.09 for our disadvantaged student and whose Attainment 8 score was 44.8 compared to 57.9. As we have witnessed some success, we will continue our pursuit of providing equal opportunities for our disadvantaged students and with our relentless drive to raise aspiration and achievement for all.

EBacc entry for disadvantaged pupils was 36%, which is similar to previous years and 11% below that for non-disadvantaged pupils.

Attendance for disadvantaged students in 2021/22 was above national average by 4.4%. This figure for attendance continues to be below non-disadvantaged students which in itself is above national average by 1.7%.

The Oracy strategy in partnership with Voice 21 has completed Stage 1 – student progress evaluation is due for completion in January 2023 with a departmental audit conducted by middle leaders and quality assured by the SLT links. This will be embedded in Stage 2 and will become an integral part of the departmental self-evaluation process and identify CPD needs to ensure Oracy explicitly taught in lessons.



The Stage 2 plan is underway: planned sessions of oracy, once per half term per subject per year group, has been embedded in the curriculum. For the coming year we will be bringing in the pastoral aspect into the training and pulling together a whole school picture.

There has been a 35% increase in the number of Bronze Pledges awarded to disadvantaged students in Key Stage 3 with 75% of disadvantaged students achieving this by the end of year 8 and with the prospect of 100% of KS3 students achieving this by Spring Term 2022/23. This is as a result of the successful implementation of the Trust's Pupil Premium Charter which has increased participation in trips and visits, school drama and music productions, extra-curricular activities and cross-Trust activity weeks.

Our PASS survey data indicates that there has been an improvement compared to 2020/21 in the data relating to our disadvantaged students' attitude to their learning environment with increases in the following areas: Perceived learner capability (+3%), Learner self-regard (+1%), Preparedness for learning (+9%), Confidence in learning (+4%), Attitude to attendance (+1%).

We have an established and comprehensive CEIAG programme at KS3 delivered through PSHCE lessons and online Speakers for school's sessions in Yr7 and Yr8, with the latter also having opportunities for either work shadowing or a 2 day in college IAG programme in the summer term.

Independent careers interviews have taken place for all year 11 with 98.9% of students in education or employment at EoY 2021/22. All Year 10 PP students were prioritised and received personalised guidance to access inspirational work experience placements in the summer term 2022.

Our safeguarding data from the latest half term review (Autumn 1 2022/23) shows that the number of referrals from students in receipt of Pupil Premium and those in care make up 45% of all referrals received during this period. To address the impact of mental health and strains placed on the students, the College has invested in dedicated in-house wellbeing and mental health sessions for KS3 (OLAF). All students have access to a College counsellor and have strengthened links with external providers.

These results mean that we are at present on course to achieve all of the outcomes that we set out to achieve by 2023/24, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made minor changes to how we intend to use some of our budget this academic year.

## 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	Provider
Progress tests in English, Maths and Science	GL Assessment

GL reading assessments	GL Assessment
Tassomai Online revision	Tassomai
Vocabulary Enhancement	Bedrock
Sparx Maths	Sparx

## Further information (optional)

As a member of the Meridian Trust, Ely College and Bishop Laney Sixth Form closely follows the [‘Meridian Trust Statement of Principles’](#) and subscribe to the [‘Meridian Trust Pupil Premium Charter’](#).

Many of the strategies within this charter are outlined in the strategies for improvement above. The Meridian Trust Pupil Premium Charter sets out a series of minimum expectations and actions required to ensure the academic, cultural and experiences gap between students who are disadvantaged, and their peers narrows in all its schools.

The Meridian Trust Pupil Premium Charter is the minimum guarantee to all students in receipt of Student Premium funding who attended a Meridian Trust school.