

Pupil premium strategy statement – Ely College

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1679
Proportion (%) of pupil premium eligible pupils	15.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Simon Warburton - Principal
Pupil premium lead	Dr KJ Norton-Berry
Governor / Trustee lead	Mrs E Every

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 197,400
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Total budget for this academic year	£197,400
<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>	

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:

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.

All PP students will make academic progress in line with their peers 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 2023 PASS (Pupil Attitude to Self and School) survey indicated that disadvantaged students presented lower satisfaction than their peers in the following areas – feelings about school, perceived learner capability, self-regard as a learner and attitudes on attendance.
2	Attendance for our disadvantaged students in 2023/24 exceeded the national average for disadvantaged students by 3.6% (Ely 89% compared to 85.4% nationally) however, the attendance of disadvantaged students is still below the whole school average of 93.6% for the full year. Persistent absence of disadvantaged students is 12% below the national average but still 19% higher than non-disadvantaged students
3	Progress 8 for pupil premium students is forecast to be at or around 0 compared to 0.65 for the whole cohort – the % of PP students reaching 5+ in English and Maths stands at 29% which is markedly below the whole cohort value of 57%
4	Students in receipt of pupil premium have been found to be less competent at reading compared to the rest of their peers. For example, our current year 9 cohort have a standardised reading score of 105 for PP students compared to 107 for non PP.
5	Trips, visits and experiences – students in receipt of PP can be at a disadvantage for trips, visits and cultural capital experiences compared to their peers.

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
All PP students will make academic progress in line with their peers	Outcomes in all subjects matches that of their peers

<p>All PP students will take part in activities which broaden student outlook and perspectives.</p>	<p>All PP students will complete the '50 things to do before you are 11 ¾'</p> <ul style="list-style-type: none"> • Full access and encouragement, including financial, to attend residentials, trips and access all extracurricular opportunities • All PP students to attain the Meridian Bronze PLEDGE • All PP Students to attend at least three off site visits during KS3 • All PP students to complete two of the four sections of the DoE award by end of year 11.
<p>All PP Student's attendance will be above or in line with national average attendance</p>	<p>Attendance data for all PP students in line with or above national.</p>
<p>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</p>	<p>Staff successfully employing teaching strategies which foster independent learning 5 • PP student's participation in extracurricular opportunities, including access to residential trips • PP participation in whole school initiatives such as wider reading schemes and dedicated home school projects • Narrowing of the gap in PASS surveys between disadvantaged students and their non-disadvantaged peers.</p>
<p>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.</p>	<ul style="list-style-type: none"> • Fully participating in school's KS3 career's programme delivered through PSHCE lessons • Having at least two independent careers interviews at KS4 • Being mentored by a specialist/business coach during KS4 • Completing an aspirational work experience programme at KS4.

Activity in this academic year

This details how we intend to spend our pupil 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 I EEF	1,2,3
20% contribution to total staffing of TA hours	TA interventions Teaching Assistant Interventions	1,2,3,4

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 kit – aspiration interventions	1,2,3
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	EEF teaching and learning kit – Behaviour Interventions Social and Emotional Learning	1,2,3,4,5

addressed where necessary		
Ensure every PP student has access to relevant online revision and learning platforms for KS3 and GCSE study	EEF teaching and learning kit – Digital Technology	1,2,3,4

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

Budgeted cost: £ 32,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
40% contribution to the Educational Inclusion Officer costs to support attendance intervention		1,2,3,4
Each student to complete the Meridian Bronze PLEDGE between year 7 and 9 and strive for their silver	EEF Teaching and Learning tool kit: Outdoor adventure learning Aspiration Interventions	1,2,3,4,5
40% contribution to costs of college counsellor	EEF Teaching and Learning tool kit:	1,3
Aberdovey – outward bound trip.	EEF Teaching and Learning tool kit: Outdoor adventure learning	5
Support families with costs of uniform, stationery and resources		1,2,3,4,5

Total budgeted cost: £ 197,400

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 2023/24 academic year using key stage 4 performance data and our own internal assessments.

For 2024, the Progress 8 score for our disadvantaged pupils was -0.17 . For Attainment 8 it was 39.6 points. We have compared our results to national figures to help gauge the performance of our disadvantaged pupils. The national Attainment 8 score for disadvantaged pupils in 2023 was 37.5 and for non-disadvantaged pupils it was 46.3. For Progress 8, the national average score for disadvantaged pupils was -0.57 and for non-disadvantaged pupils it was 0.17. Key stage 4 data and our internal assessments suggest that the progress of the school's disadvantaged pupils in 2023/24 exceeded the national averages for the previous year (national figures for 2024 are yet to be published). Disadvantaged Attainment 8 (+2.1) and Progress 8 (+0.40)

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.

Attendance for disadvantaged students in 2023/24 was above national average by 3.6%. This figure for attendance continues to be below non-disadvantaged students which in itself is above national average by 2.8%.

There has been a marked improvement in the issuing of college PLEDGE awards over the past three years. In 2023/24 49.7% of the whole year 9 cohort had reached their Bronze award, compared to 51% of PP students, 34.6% of non PP students had reached their Silver (30.6 pp) and the gap between Gold award for non PP to PP students had reduced to 1.3%. In year 11 last year, only 6% of the cohort had not achieved at least a Bronze award and this compared to 8% for PP students. There is still work to do to eliminate this gap but the improvement 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.

Externally provided programmes

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

Programme	Provider
GL assessment Progress Tests in English, Maths and Science	GL Assessment
GL Reading assessments	GL Assessment
Tassomai online learning and assessment platform	Tassomai
Sparx maths and Sparx reader	SPARX
GCSE Pod – revision resources	GCSE Pod
Aberdovey PP trip	Outward Bound Trust