

Ellesmere Park High School

Pupil Premium Strategy Statement 2020-2021

Pupil Premium (PP) is a Government funding initiative to support the attainment of those students from disadvantaged backgrounds. Student who are eligible for Pupil Premium are referred to as disadvantaged students due to the nature of their backgrounds. We at Ellesmere Park High School strive to ensure all students are treated equally, have high quality teaching and learning and have the aspirations to be the best they can be.

School overview

Metric	Data
School name	Ellesmere Park High School
Students in school	777
Proportion of disadvantaged students	31%
Pupil premium allocation this academic year	£239,705
Academic year or years covered by statement	2020 - 2021
Publish date	January 2021
Review date	October 2020
Statement authorised by	Mr I Ross
Pupil Premium lead	Mr M Bird
Governor lead	Mr B Peck

Disadvantaged pupil performance overview for last academic year (2019 – 2020) Iain

Progress 8 – Whole cohort	-0.08
Progress 8 – Disadvantaged students	-0.48
Attainment 8 – Whole cohort	44.76
Attainment 8 – Disadvantaged students	37.01
Ebacc entry	9 (18.37%)
% Grade 5+ in English and Maths	13 (26.53%)

Strategy aims for disadvantaged students

Aim	Target	Target date
Progress 8	Achieve a positive progress eight score and in line with non-disadvantaged students.	Sept 21
Attainment 8	Achieve an attainment 8 score in line with non-disadvantaged students.	Sept 21
% Grade 5+ in English and Maths	Achieve average English and Maths 5+ scores for similar schools.	Sept 21
Other	Improve attendance to national average.	Sept 21

1 - Teaching priorities for current academic year

Priority 1	Improve the outcomes of ALL students regardless of ability.
Priority 2	Recruitment, retention and professional development of staff.
Priority 3	Buy-in and embed Accelerated Reader across KS3 to increase reading for pleasure.
Priority 4	Raise the profile and aspirations of disadvantaged students.
Priority 5	Staff have excellent subject knowledge in their subjects.
Barriers to learning these priorities address	Retaining key members of staff to ensure consistency of staff and teaching.
	Literacy and numeracy are lower for students eligible for PP compared to non PP students.
	Raised levels of aspiration resulting in better motivated students and more appropriate choices made for options in Y9 and post-16.
	Continuous improvement in the quality and consistency of teaching and learning, assessment and feedback to reduce gaps in attainment and progress.
	Improved curriculum planning to increase passion and enjoyment.
Spending	£145,000

2 - Targeted academic support for current academic year

Priority 1	Literacy & numeracy interventions across KS3 for low attaining disadvantaged students.
Priority 2	Target interventions in core subjects, supported by high level Teaching Assistants.
Priority 3	Target 'lost learning' interventions to support those students who may have fallen behind their peers.
Priority 4	Specific interventions to support students who need to refocus and provide individual pathways for them to understand how they are feeling. (Zone of Regulation intervention)
Priority 5	BLANKS level of questioning (Speech, Language, and Communication Needs) to support learning across whole school.
Barriers to learning these priorities address	Low levels of parental support influencing low literacy and numeracy outcomes.
	Lack of understanding of the importance of targeted support.
	Lack of information sharing from outside agencies and primary schools.
	Low-level engagement from students in need of academic support.
Spending	£50,000

3 - Wider strategies for current academic year

Priority 1	Increase attendance of disadvantaged students. Targeted, early attendance interventions.
Priority 2	Improve behaviour of disadvantaged students. Targeted, early intervention.
Priority 3	Provide students with the opportunity to experience a wider range of experiences. (Cultural Capital)
Priority 4	Enhance pastoral support to ensure all students are able to access the curriculum fully.
Priority 5	Age appropriate PSHE programme to develop the student's life skills.
Barriers to learning these priorities address	Low attendance of key students.
	Lack of engagement of key students.
	Increased SEMH issues affecting young people in society.
	Early Intervention and use of Personal Support Plans to engage with parents in the best interests of students.
	Increased communication with parents/carers for first level interventions for attendance, punctuality and behaviour to develop the form tutor and home communication.
	Attendance Officer and Family Support Worker increasing communication with any hard to reach families to maintain high levels of attendance, behaviour, academic progress and wellbeing.
Spending	£40,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given over to allow for staff professional development	Use of INSET days and additional cover provided by Senior Leaders.
	Ensure there is a focus for all teachers to know and understanding the learning needs of all students	Use of INSET days, staff briefings and department time to focus on the individual learning needs of students.
	Improve identification of underachieving students with earlier intervention in place	Increased knowledge and use of 4 Matrix and additional time allocated to Department leads to implement interventions
	Raise awareness of career opportunities for pupil premium students and raising aspirations as a result.	Additional CIAG interviews/opportunities for targeted and 'at risk' pupil premium students.
	Ensure marking schemes identify each students' strengths, areas to focus on and next steps.	Department Leaders to plan curriculum time which allows students to respond to the feedback and discuss it with teachers.

Area	Challenge	Mitigating action
Targeted Support	Early identification of Yr10/11 students for small group tuition in maths, English and science.	Use of NTA tutoring to provide 1:3 tutoring to support lost learning.
	Supporting performance of students with low reading ages	English curriculum time used to allow all students to access Accelerated Reader. Small group reading intervention for student with reading ages of <8. Specific literacy training/CPD to support and implement the development of reading for meaning.
	Ensuring TAs feels confident to deliver specific interventions.	TAs trained effectively and have resources available to run purposeful interventions.
	Effectively monitor interventions and evaluate to assess impact.	Staff understand the importance of interventions and identified students.
	Interventions take priority and staff understand the importance of students attending all sessions.	Interventions monitored and evaluated for impact regularly.

Area	Challenge	Mitigating action
Wider strategies	Engaging the families facing the most challenges.	Working closely with the LA and outside agencies to ensure the highest level of support is in place
	Give students the opportunity to experience a wider range of experiences. (Cultural Capital)	Work closely with external agencies to promote a range of activities giving students a wider range of experiences, whether this is virtual or in person. Extend the CEIAG offer for students to experience opportunities with a wider range of employers and Further Education settings. Work with Heads of Subject to promote wider curricular opportunities in their areas. Work with pastoral team to develop opportunities for their year groups.
	Age appropriate PSHE programme to develop the student's life skills.	Spiralling curriculum in place that is mapped to the PSHE Associations key indicators. Use of CPOMs to identify any emerging issues for particular groups. Use of student voice to evaluate and inform programme.
	Early identification of students needing support and engagement of the required support from parents/carers.	Early Intervention and use of Personal Support Plans to engage with parents in the best interests of students.
	Engaging with hard to reach parents and carers.	Increased communication with parents/carers for first level interventions. Attendance Officer, Family Support Worker and Form Tutor increasing communication with any hard to reach families to maintain high levels of attendance, behaviour, academic progress and wellbeing.

Review of 2019 - 2020: Aims and Outcomes

Aim	Outcome
Ensure the progress of those students eligible for PP is in line with those who are not eligible.	Partially Achieved due to improvement made
To narrow the attainment gap between those eligible for PP and those who are not eligible.	Partially Achieved due to improvement made
To raise expectations of those students eligible for PP, which is reflected in the aspirational choices they choose post 16.	Achieved