

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

School overview

Detail	Data
School name	Elizabeth Woodville School
Number of pupils in school	1049 (Y7 - 11)
Proportion (%) of pupil premium eligible pupils	14.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	October 2023
Statement authorised by	Sharan Matharu
Pupil premium lead	Helen Gilligan
Governor / Trustee lead	Paul Goddard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,765
Recovery premium funding allocation this academic year	£37,000 approximately
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	£183,765

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, make increasingly good progress year on year and achieve high attainment across the curriculum. To achieve this goal we aim to ensure that PPM students participate in the wider curriculum to the same extent as their peers, whilst increasingly addressing and removing any barriers faced by PPM students (e.g. literacy, poor attendance, lack of confidence, behavioural issues).

When creating our PPM Strategy we recognise the importance of considering the context of the school and the subsequent challenges made. We will use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage' by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

To achieve our objectives, the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies; however, we recognise that many elements of our strategy will overlap categories and the balance between them will change year on year as the schools' and students' priorities change.

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.

There is both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our PPM students; as such funding is directed to ensuring that high quality pastoral care is available to all students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The key principles of our strategy:

- Promote an ethos of '**Excellence, Wellbeing and Success**' for all students regardless of disadvantage or need.
- **An individualised approach** to address barriers and specific interventions are **based on need**.
- The most effective method of addressing disadvantage is through a strong focus on **high quality teaching**, rather than bolt-on strategies.

- Use of a robust monitoring system to **focus on outcomes** and effectively inform and evaluate interventions based on need.
- Decisions and interventions are **based on research and data**.
- **Developing literacy** of students, especially where literacy is below the chronological age, so that students can access the wider curriculum.
- That providing **high quality pastoral support** is essential to meet the wider needs of all students
- **Clear, responsive leadership**, setting high aspirations are set and responsibility for raising attainment to all staff.

Our ultimate objectives are:

- To narrow the attainment gap between PPM and non-PPM students.
- For all PPM students to make or exceed nationally expected progress rates (P8 =0)
- For all PPM students to have attendance of at 95%
- To provide opportunities to ensure that all disadvantaged students engage in the wider curriculum.

Challenges

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

Challenge number	Detail of challenge
1	The progress of pupil premium pupils as a group is lower than that of the non-pupil premium cohort.
2	The attendance of pupil premium pupils as a group is lower than that of the non-pupil premium cohort.
3	Cohesive whole school leadership and approach in surrounding narrowing the gaps
4	Consistently high quality first teaching in all classrooms
5	Stronger relationships between school and parents of pupils premium pupils to be formed to enhance parental support.
6	The behaviour points awarded to pupil premium pupils is proportionally higher than that to the non-pupil premium cohort.
7	Reading and comprehension age of pupil premium pupils on average is lower than the non-pupil premium cohort
8	Ensure pupil premium students engage with wider-curricular opportunities and experience cultural capital.
9	Awareness of staff of pupil premium students and their individual needs to enable targeted support

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
No discernible gap between Pupil Premium and non-Pupil Premium students in all year groups.	<p>The gap between PPM and non-PPm will be the same or better than National results. Progress data for Years 10 and 11 show a narrower/narrowing gap.</p> <p>The difference between pupil premium KS3 students attainment compared to targets is comparable to non-pupil premium students.</p>
Attendance gap between Pupil Premium and non-Pupil Premium students to reduce. Pupil Premium attendance to be in line with the national average.	Pupil premium student attendance to be in line with national average (93%, 2019)
<p>Increased focus and awareness of Pupils Premium students by all staff within school.</p> <p>Regular dialogues taking place with students and parents resulting in increased parental engagement to support with improved progress, improved attendance and reduced behavioural points.</p>	<p>Regular contact made to home by form tutors.</p> <p>Clear lines of communication within school regarding PP students.</p> <p>Pupil Premium a regular item in departmental meetings.</p> <p>High engagement of PP parents at school events such as parent evenings; attendance to parents evenings to be in line with their peers by 2024.</p>
Pupil premium students to participate in a wider range of enrichment activities offered at EWS.	<p>Tracking of extra-curricular activities used to prioritise and direct pupil premium students to engage.</p> <p>Pupil premium students will have socio-economic barriers removed to support the development of skills essential for the curriculum on offer.</p> <p>PP students have excellent careers programme including access to HE institutions/experiences.</p>
Quality first teaching in all classrooms, taking into account effective classroom practice.	The QA process identifies that all students experience lessons that enable at least good progress to be made.
Gap between the average reading age of pupil premium students and non-pupil premium cohort to be reduced in years 7 and 8.	The data from the accelerated reader program will show an narrower/narrowing gap between pupil premium and non-PPM students.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022-23)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 101,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning focus on evidence-based strategies to support quality first teaching incorporated in the EWS model of 'Know, Show, Grow'	<p>"Supporting the Attainment of Disadvantaged Pupils" (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g. Lemov (2010) & Sherrington (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF toolkit (2021) which claims significant improvement in learning e.g. Interleaving and questioning (EEF + 7 months)</p> <p>Assessment for learning/feedback (EEF +6 months)</p>	1,4
CPD and T&L briefings on: checking for understanding. This follows on from previous work around feedback, questioning, retrieval practice. Metacognition & self-regulation strategies to be developed towards the end of the three year strategy.	<p>Feedback (EEF +6 months)</p> <p>Metacognition (EEF +7 months)</p>	1,4
Implementation of EWS reads and literacy focus in tutor time	<p>Reading Comprehension strategies (EEF +6 months)</p> <p>Oral language interventions (EEF +6 months)</p>	1,7
Senior Leader to oversee PPM strategy	Successful schools "have clear, responsive leadership." DFE	3,9

	<p>‘Supporting the Attainment of Disadvantaged pupils: articulating success and good practice’</p> <p>EEF Implementation Guide states that ‘school leaders play a central role in improving education practices through high-quality implementation’ by ‘defining both a vision for, and standards of, desirable implementation’.</p>	
QA led by teaching and learning group, ALT and LLs to provide developmental feedback, identify training needs and to share best practice	<p>DFE teacher standards state that systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development.</p> <p>Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports the strategy of sharing good practice .</p>	1,4,6
Purchase and use of standardised diagnostic assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1,3,4

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

Budgeted cost: £ 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWS reads to be utilised in two tutor times per week in KS3 (Y7-9) to raise reading comprehension	<p>Reading Comprehension strategies (EEF +6 months)</p> <p>Oral language interventions (EEF +6 months)</p>	1,7
Academic Mentor to support with homework and mentoring of PPM students	<p>Homework (EEF +5 months)</p> <p>Mentoring (EEF +2months)</p>	1,5,9
Engaging with the National Tutoring Programme to provide a blend of tutoring and	<p>Small group tuition (EEF +4 months)</p> <p>DFE, ‘School Led Tutoring Guidance’ (+4 months impact)</p>	1,9

school-led tutoring for pupils most affected by the pandemic. A significant proportion of the students receiving this will be PPM. A significant amount will be focused on Science.		
Targeted in school KS3 Maths and English intervention in school	Small group tuition (EEF +4 months) DFE, 'School Led Tutoring Guidance' (+4 months impact)	1,4
Provision of specific revision material for examined year groups.		1,3

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

Budgeted cost: £28,797

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased parental engagement through regular contact by form tutors	Parental Engagement (EEF +4 months)	2,5
Provide high quality pastoral care by pastoral support workers and Ethos team	Mentoring (EEF +2 months) Behaviour interventions (EEF +4 months) Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.	2,5,6
One-to-one mentoring/coaching for all Year 11 PPM students and a number of students in Y7-10 identified by their Head of House.	Mentoring (EEF +2 months) Behaviour interventions (EEF +4 months) Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.	2,6
Regular tutor meetings to identify student	Mentoring (EEF +2 months)	3,9

needs, concerns and signpost interventions	Behaviour interventions (EEF +4 months) Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.	
Attendance officer and Family support worker to closely together to monitor the attendance of PPM students, build relationships with families and implement support strategies where needed	DFE (2016) found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. "Overall absence had a statistically negative link to attainment."	2,5
PPM hardship fund accessible through requests to prevent PPM students from being unable to access enrichment opportunities, have resources and equipment required for learning (e.g. uniform, food etc)	Arts Participation (EEF +3 months) Physical Activity (EEF +1 month)	8

Total budgeted cost: £183, 765

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Externally validated and internal data shows that as progress for all students has improved over the years, the gap widened between PPM and non-PPM and has remained stable, even after the Covid pandemic, through to 2022.. Below details how we were able to implement our PPM activity in the 2021-22 year.

Quality of teaching for all:

Teaching and Learning strategies in 2021-22 focussed on questioning, retrieval practice and meaningful feedback to incorporated into the EWS model of 'Know, Show, Grow' developed by the Teaching and Learning group. QA visits showed embedded strategies regarding Retrieval Practice and Whole Class Feedback. Checking for Understanding strategies are more widely used and more effectively. This continue to be our Teaching and Learning focus for 2022-23

A number of CPD sessions have been held throughout the academic year 2021-22 to improve Quality First teaching. In September we focussed on questioning, retrieval practice and effective feedback. Evidence from these three areas have all been seen in learning walks and lesson visits throughout the year. Departments have customised their own feedback policies in line with the whole school principles.CPD has also been delivered with regards to SEND strategies; understanding ASD, Dyslexia and MLD was a session put on in November 2021. Weekly SEN briefings are also held for all staff.

Accelerated reader was used by Years 7 and 8. The data from this shows that 46% of Year 7 and 45% of Year 8 PP students were making the required progress. This was only a couple of percent below the whole cohort. The testing was not being utilised as well as it could be and this is an area that needs developing in 2022-23.

There is still a gap between the achievement of PPM and non-PPM students which needs to be narrowed. More departments need to have QA visits to ensure high quality teaching for all; this needs to be followed up with student voice.

Targeted support:

An academic mentor was employed during the academic year 2021-22 to support PPM students in Year 11 four days a week. Heads of Year were asked to mentor PPM

students in other years 7-10. The academic mentor had their first meeting with students during the week commencing 28th February. Meetings focussed mainly on what help and support students needed to be ready for their exams. They looked at revision worksheets, useful revision websites, time management skills, homework and exam revision timetables, past exam papers for English, Maths and Science and definitions of terms in English and Science. The PPM students who met with the academic mentor improved their P8 score between February 2022 and August 2022 by 42% on average. All except 2 students showed improvement; the two who didn't maintained the same P8 score.

The National Tutoring Programme was used for English and Maths with a cohort of Year 9, 10 and 11 students. This programme took place once a week for 15 weeks in small groups of 3. There were a few issues with this programme which we found as time went on and meant that some of our students did not have as much success as others. If NTP is used in the academic year 2022-23 we will need to ensure we set up the programme so as to not encounter the difficulties we have experienced previously.

School-led tutoring took place in the academic year 2021-22 for PPM students with a large amount being focussed on Science due to staffing issues in this subject area. A smaller amount was spent on support in English and Maths. Science teachers commented on how the PPM students had more confidence following these. The gap between the Progress 8 of PPM students in Science and that of non-PPM was smaller than the gap shown in the whole cohort.

Other approaches:

The family support worker supported vulnerable families during her time at EWS. The attendance for PPM students in the academic year was 84.97% compared to the whole cohort which was 91.27%.

Post-covid, many students have required more well-being and mental health support. The work of our pastoral staff and Ethos team have supported our PPM students during these times. Over the academic year there our Ethos team has delivered 42 intervention support groups which have taken place with 232 students, with 35 of these being PPM students (15%). 117 students have attended at least 6 weeks of individual mentoring with the Youth Workers, with 6 of these being PPM students.

Behaviour between PPM and non-PPM students shows that PPM students continue to receive more negative points and fewer reward points than non-PPM students in all year groups from 7 to 11 over the academic year. This early identification is still an action point we will continue to work on.

Year 11 PPM students were targeted first for their careers interviews to ensure they had plans for their next steps following their exams.

NEET: all of our PPM students in the academic year 2021-22 continued on in education or training.

End of first year of strategy 2021-22

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NTP	Pet-Xi
School Led tutoring	Pet-Xi

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	PPM services funding was amalgamated with wider PPM funding due to low numbers.
What was the impact of that spending on service pupil premium eligible pupils?	Only 1 student in Y11. They gained a Progress 8 score of -0.3 which was their FFT expected P8 score.

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.