

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                       |
|---|----------------------------|
| School name   | Elthorne Park High School  |
| Number of pupils in school  | 1224 Year 7-11             |
| Proportion (%) of pupil premium eligible pupils   | 264 Year 7-11 (22%)        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3 Year Plan 2021-2024      |
| Date this statement was published   | November 2023              |
| Date on which it will be reviewed   | September 2024             |
| Statement authorised by   | Eliot Wong                 |
| Pupil premium lead  | Katy Reeves/ Tracey Sugden |
| Governor / Trustee lead   |                            |

## Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £242,190        |
| Recovery premium funding allocation this academic year                                 | £81,840         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£324,030</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Elthorne Park High School respects every child's right to achieve and extend their potential. Leadership focuses on our responsibility to foster a deep sense of aspiration, self-belief and conviction in all of our students while acting with compassion to support the range of social situations our children face. Our ethos of 'Achieving Excellence in a Learning Community' reflects our high expectations for all students to achieve academic excellence. We succeed in this by placing equal emphasis on developing students' character, wellbeing and academic potential in partnership to achieve success.

Our tiered approach to the spending of Pupil Premium funding is supported by the DfE and is both a cyclical and longer-term planning opportunity for us to directly support pupils from disadvantaged backgrounds to make better, more rapid and sustained progress. This yearly publication of our Pupil Premium Strategy outlines our continuing belief that high-quality, inspirational teaching is key to achieving our aims. We continually enable teachers to be informed about how disadvantage impacts pupils' learning in their classroom and what factors they can control to help tackle disadvantage. We recognise parents as key stakeholders through facilitating clear, regular and responsive communication.

The key principles which underpin this strategy plan are our whole school's priorities which determine where we put our time, effort and money. These priorities are:

**1) To improve reading standards for all Pupil Premium students so that pupils are reading at or above their chronological reading age using evidence based quality teaching and learning CPD including action research:**

our aim is that students read with comprehension, breadth, depth and fluency. Students have discreet reading provision within their KS3 curriculum and reading ages are captured on a biannual basis so that they can be analysed to evaluate effectiveness of provision and students can be promoted to higher age reading groups to further develop provision.

**2) To maintain the maths attainment of Pupil Premium at KS4:** using the school designed and delivered Tutoring Programme, improving attendance of interventions and through responsive data-informed teaching. Maths interventions are being redesigned in 2023-24 to situate these valuable interventions into the school day to improve attendance and therefore effectiveness of the provision.

**3) To decrease the attainment gap in Progress Pathways at each Key Stage:** dedicated key stage lead teachers use hard and soft data to diagnose the current gaps, issues and barriers for learning of our PP students at EPHS. Provide

opportunities for academic interventions and support to narrow the attainment gap.

**4) To ensure our disadvantaged students benefit fully from our homework programme:** use Satchel to track the setting and completion. Target support through KS3 and KS4 homework clubs. Ensure homework is offered on alternative platforms as required.

**5) To improve the attendance and punctuality of our disadvantaged students:** ensure Pupil Premium students' basic needs are being met (using Maslow's hierarchy of needs) and respond if not through a programme of making the most essential items available including equipment, uniform and breakfast clubs.

**6) To improve participation in extracurricular opportunities for our students and to prioritise Pupil Premium uptake:** directing invites and funding to prioritise purposeful school opportunities for our students which will have the most leverage and impact in their lives such as revision training, coaching, cultural capital visits and trips that encourage positive social relationships to name a few.

**7) To improve the wellbeing of students within the school:** ensuring every child who needs support is recognised through monitoring to ensure our students are resilient and safe.

We also invest a large amount of time and money in key staff and the particular systems they manage to ensure our students are safe while being supported mentally, emotionally and pastorally. Finally, we promote 'joined-up-thinking' about our pupils' futures through our commitment to achieving the Gatsby Benchmarks in ongoing careers advice.

## Challenges

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

| Challenge number | Detail of challenges that the Pupil Premium Achievement Coordinator will convey to all staff   |
|------------------|--|
| 1                | <p>The <b>reading-age</b> assessments and observations of the KS3 students indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.</p> <p>Analysis of reading-age data indicates that the overall percentage of disadvantaged students operating below chronological age is significantly greater than their peers for students with additional</p> |

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|   | <p>vulnerability, most especially SEN. By KS4 the reading-age gap has reopened for students who were near parity at entry.</p> <p>Data shows that on entry at Year 7, percentages of PP students operating at reading ages between 6-10 years are broadly representative of the total reading cohort operating between 6-10 years. Initiatives will benefit all below reading age and particularly EAL and SEN.</p> <p>Library lending for PP students is reduced after Year 8 and there is a trend of diminished lending as early as the summer term of Year 7.</p>   |
| 2 | <p>Our <b>numeracy</b> analysis on intake is captured in the form of KS2 SATS data and suggests the gap between disadvantaged and their peers is evident in Year 7.</p> <p>There is an over representation of Pupil Premium students who join the school with lower prior attainment for maths compared to their peers. At the lower end of prior attainment, a higher proportion of PP students left primary school with a low level of attainment in maths, compared to their non-PP peers. Given this, the challenge is to ensure disadvantaged students make greater progress during their time at Secondary school in order to get to a position of parity with their peers. Successes in numeracy attainment for PP at EPHS by Year 11 to be maintained.</p> |
| 3 | <p>Our assessments and observations suggest that the <b>academic achievement</b> and wellbeing of many of our disadvantaged students have been impacted to a greater extent than for other students. These findings are backed up by several national studies.</p>   |
| 4 | <p>Our data analysis of <b>home learning</b> suggests our disadvantaged students are not as engaged with their home learning compared to their peers. This may be due to not having access to a space at home to complete home learning or a digital device or key revision materials.</p> <p>Across KS3 and KS4, our disadvantaged pupils are slightly less likely to complete their home learning compared to their peers and this is reflected in home learning sanction data.</p>  |
| 5 | <p>Our <b>attendance</b> analysis suggests our disadvantaged students have lower attendance figures compared with their peers. This will have an impact on the students gaining good GCSE grades and their life chances. The most recent school figures suggest the attendance of our disadvantaged students has improved from last year and disadvantaged students attend more often than similar students nationally, but are still behind their non-disadvantaged peers.</p>  |

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|   | The punctuality figures show our disadvantaged students have more issues with punctuality than their peers.  |
| 6 | Participation in <b>wider opportunities and extracurricular</b> activities is an additional area of school life in which disadvantaged students are not currently as involved with as their peers. This is evident particularly in 'one-off' extracurricular experiences such as foreign trips that have an associated cost for participation.   |
| 7 | <p>Through our pastoral data, observations and discussions, our disadvantaged students have required more <b>wellbeing</b> intervention strategies (such as pastoral mentoring and counselling) to support how to manage mental health issues and develop positive self esteem in comparison with their peers.</p> <p>The school data shows around one third of our disadvantaged students reach out for emotional support which is a higher proportion compared to their peers, through counselling drop in and PSW support. Also, just over one third of our disadvantaged students are supported by the Clinical Psychologist, which again is a higher proportion compared with their peers.</p> <p>The school data for the last three years, shows disadvantaged students with behaviour issues are over-represented and at more risk of permanent exclusion than their peers.</p> |

## 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 - monitored through the EPHS 'Stakeholder Feedback Calendar'  |
|--|--|
| <p>Improve reading comprehension for all students at Key Stage 3 including disadvantaged students.</p> <p>Sustaining long-term continual improvement by teachers refining their craft and sharing best practice through whole school CPD, focusing on how literacy skills support more than just academic development.</p> | <p>Reading tests demonstrate ongoing improvements in the reading ages of disadvantaged students in Year 7 and 8.</p> <p>Success measured long term: reduction of all students working below age by year 10 and closing of gap between Pupil Premium and Non-Pupil Premium.</p> |

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| <p>Phonics provision for students operating significantly below age-related reading expectations.</p>  | <p>Longer aim: testing at Year 9 shows reading recovery sustained/ informs all teachers of where to target support at the start of GCSE.</p> <p>New Reading Coordinator appointed to lead phonics provision and train additional staff in phonics teaching: Librarian, Library Assistant, EAL Coordinator and support staff.</p>               |
| <p>Improve attainment of all students in all subjects at Key Stage 4 including disadvantaged students.</p>   | <p>GCSE results demonstrate improvements in disadvantaged students' progress.</p>  |
| <p>Improve participation in extracurricular activities or trips across the school including disadvantaged students.</p>  | <p>Disadvantaged students participate in at least one extracurricular activity or trip during the academic year.</p>   |
| <p>Improve attendance figures across the school including disadvantaged students for both the normal school day and to academic interventions which run in extended hours.</p> | <p>Disadvantaged students' attendance figures to improve in line with their peers and Ealing average.</p>  |
| <p>Improve the wellbeing of students within the school including disadvantaged students.</p>   | <p>School specific wellbeing issues identified through staff observations, parent &amp; student voice and school surveys addressed within the PSHCE curriculum, assemblies and tutor time activities should lead to improved levels of wellbeing.</p> <p>Reduction of permanent exclusions for students who are entitled to Pupil Premium.</p> |

## 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

Budgeted cost: £182,00

| Activity   | Evidence that supports this approach & data collected through the EPHS 'Stakeholder Feedback Calendar'   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Pupil Premium Achievement Coordinator appointed from this year's NPQ cohort to narrow the gap between Pupil Premium and non- Pupil Premium students across all key stages and to write and review this strategy statement.</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> <li>• data shows the closing of achievement gap through external and internal assessment data</li> <li>• data regarding attendance, behaviour and wellbeing show improvements</li> </ul> | <p><a href="#">EEF</a> states <i>'in our collective haste to do better for pupils, new ideas are often introduced with too little consideration for how the changes will be managed and what steps are needed to maximise the chances of success'</i></p> <p>The Pupil Premium achievement Coordinator will liaise with subject and pastoral leaders to identify effective implementation of the Pupil premium strategy. Evaluate impact by continually improving <i>'the degree to which an intervention was implemented as intended'</i></p> <p><b>(Albers 2017)</b></p> | 1,2,3,4,5,6,7                 |
| <p><b>Adaptive Teacher and Best Practice</b> : further training will be provided to support teachers to deliver adaptive teaching with a specific focus on:</p> <ul style="list-style-type: none"> <li>• Vocabulary/ Communication- Friendly teaching</li> <li>• Adaptive teaching &amp; scaffolding</li> <li>• GPOP &amp; feedback</li> <li>• Improving metacognition, memory and recall</li> </ul>   | <p>The <b>EPHS Teaching &amp; Learning Toolkit</b> compiles the latest research on which we base our approach to classroom teaching.</p> <p><a href="#">EEF Effective Professional Development</a> (C. DEVELOP TEACHING TECHNIQUES)</p>  | 1, 2, 3                       |
| <p>(SP1) Improving the achievement of all students by identifying and helping students overcome barriers to learning with a more specific focus on groups of young people that may be at more risk of underachievement and who are most often our disadvantaged students. Elthorne Innovates is an part of the appraisal process for all staff (Appraisal target)</p>  | <p>Action research (Elthorne Innovates) is a key part of how we develop the practice of teachers of all levels of experience at EPHS. We believe that it is right to focus on literacy this year and will be guided by the following research:</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p><a href="#">Children and young people's reading engagement in 2021</a></p>   | 1                             |

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| <p>School Year 2023-24 rebrands this CPD as 'Elthorne Innovates' in response to staff feedback that great effectiveness will be achieved if every teacher at all levels participates. To facilitate this, there are now 7 Lead Learner roles created.</p>  | <p><a href="#">EEF Effective Professional Development</a> (D. EMBED PRACTICE)</p> <p>All teachers will have an 'Elthorne Innovates' target on their Appraisal 2023-24</p>  |            |
| <p>To ensure that our teachers are familiar with the latest educational research and Ofsted research papers. Training time and resources for our CPD research library (updated 2023) will be required.</p> <p>3 hours of directed time for each member of the teaching staff has been allocated for remote CPD (reading, research, online seminars). Research tells us that this will improve teaching and learning for all students and lead to an improvement in the engagement of our disadvantaged students in lessons</p>     | <p>We will use the reading lists that accompany the new <a href="#">NPQ frameworks</a> as our starting point for expanding the resources available in our CPD library.</p> <p><a href="#">EEF Effective Professional Development</a> (A. BUILD KNOWLEDGE)</p> <p>Evidenced by:<br/>completion of the post-reading reflections by every member of the teaching staff.</p> | 3          |
| <p>Five teachers have successfully applied to enrol on NPQs with Teach First in 2021-22. The final assessment being a case study and question designed to give teachers the opportunity to demonstrate their ability to:</p> <ul style="list-style-type: none"> <li>● Identify the problem(s)</li> <li>● Identify the solution(s)</li> <li>● Set out a rationale for the solution(s) proposed</li> <li>● Detail how implementation should be approached and why</li> <li>● 2023-24 applications for NPQ places continue</li> </ul> | <p><a href="#">EEF Effective Professional Development</a> (A. BUILD KNOWLEDGE)</p> <p>Evidenced by participants:</p> <ul style="list-style-type: none"> <li>● designing initiatives</li> <li>● improving implementation of initiatives in their current role</li> <li>● taking on new roles and responsibilities</li> <li>● coaching colleagues</li> </ul>               | 1, 2, 3, 4 |
| <p>Reading lesson of one hour per week for Year 7 and Year 8 delivered by English teachers.</p>  | <p><a href="#">Research</a> has shown the gap has widened between disadvantaged students and their peers, emphasising the importance of promoting reading for pleasure and to develop confidence.</p>  | 1, 3       |



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| <p>Additional intervention for Year 9 readers still not reaching their targets begin Spring term.</p>   | <p>A study by <a href="#">Psychological Science</a> (2019) discovered a 'knowledge threshold' regarding reading comprehension: 'If students were unfamiliar with 59 percent of the terms in the topics, their ability to understand the text was 'compromised''.</p> <p>The EPHS reading strategy was influenced by the work of Alex Quigley and the case studies of a school-wide 'canon' on the development of reading strategies. The gaps of reading age inequality within the case-study are comparable to the data sets at EPHS.</p> <p>The <a href="#">EEF</a> states that on average, reading comprehension strategies delivered improves student progress (+6 months).</p> <p>Form time reading projects run weekly. Neuman, Copple and Bredekamp (2000) suggest " Reading aloud is the foundation for literacy development. It is the single most important activity for reading success".</p> <p>PP students join us on average almost two years behind Non-PP in terms of reading age. Throughout Y7 and Y8 we are able prevent the gap from growing but we do not narrow the gap between PP and Non-PP or PP with their chronological ages yet.</p> |             |
| <p>Increased frequency of Reading Age data capture.</p> <p>The four reading age assessments across Year 7-9 will provide reliable data to allow teachers to target additional support, if required. Students working below reading age identified, and appropriate level of targeted support applied.</p> | <p>Provides the teacher with accurate information on what improvements the students have or have not made.</p> <p>Evidence (Assessment in Education - Black &amp; Williams 1998) suggests that regular formative assessment can improve students' learning. Targeted students are retested showing progress and this progress</p>  | <p>1, 3</p> |

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| <p>Yr 11 students identified for EPHS English teacher led intervention 2023-24</p>   | <p>tracked as they move up through the school.</p> <p>Students making progress to the point of no longer needing support.</p> <p>Attendance and observable through PPE data improvements compared to pre intervention performance.</p>  |     |
| <p>New Reading Leader appointed</p> <p>TA training completed and TA's enabled to contribute to targeted support of identified students.</p> <p>Delivery of effective phonics provision with targeted pupils evident from progress in subsequent reading tests.</p> <p>The Fresh Start intervention ran for 30 students, 17 of which received Pupil Premium: all made progress in reading fluency. Students are a mix of SEN, PP, EAL, UP and mainstream.</p> <p>2023-24 Fresh Start programme continues for new Year 7 intake Autumn half-term 2. Year 8 and 9 in Spring 1.</p> <p>Progress will be further evidenced by all Teaching Assistants completing the phonics training enabling smaller targeted satellite groups to happen across year groups. To be reported in 2024 review.</p> | <p>The purpose of this new role is to lead on the coordination of phonics provision for students operating significantly below age-related reading expectations. The post-holder will lead on, monitor and evaluate the effectiveness of phonics provision and be responsible for liaison with our external phonics training provider. A significant aspect of this role will be training the TA team on the delivery of effective phonics provision.</p> | 1,3 |
| <p>Whole Staff CPD began September 2023 and is revisited in sessions delivered by English Faculty Leader's Twilight sessions: resulting Library data will show closing of discrepancy gap in Pupil Premium borrowing as students are reading in form time and sanctioned if they forget their book. Sanction data</p>  | <p>Year 7 and Year 8 students have a timetabled reading-age ability group reading lesson every week, with a focus on the reading aloud of whole books and vocabulary acquisition.</p> <p>The school day has been restructured to enable Form Tutors</p>   | 1   |

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| monitored and action taken to support Pupil Premium students with book selection, evident from no discrepancy in data.   | to deliver student development programmes and reading.<br>The <a href="#">EEF</a> states that on average, reading comprehension strategies delivered improves student progress (+6 months).<br>Form time reading projects run weekly. Neuman, Copple and Bredekamp (2000) suggest “Reading aloud is the foundation for literacy development. It is the single most important activity for reading success”. |      |
| Library teacher and assistant specialist knowledge is utilised in library lesson planning and delivery.  | Using data to target Pupil Premium readers with book recommendations, author visits and to hear readers 1:1 during bi-weekly library lessons recorded in student reading journals.  | 1    |
| Two Achievement Coordinators are now in the 2nd year of their role. They are responsible for the coordination, tracking and impact of intervention strategies to support the academic achievement of identified underachieving and disadvantaged students. | The tracking of student progress after formative assessments provides a reliable checkpoint to assess the impact of the intervention strategies and the opportunity to review whether to continue with the intervention strategy or not.<br><br>The <a href="#">EEF</a> states the potential impact of self regulation and metacognition can improve student progress (+7 months).                          | 3, 4 |

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

Budgeted cost: £80,000

| <b>Activity</b>  | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
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| The school continues to take part in the recovery programme. Pupil | The tutoring programme will target specific needs and knowledge gaps of disadvantaged | 3, 4                                 |

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| <p>Premium students are priority for this.</p> <ul style="list-style-type: none"> <li>• tuition partner (online)</li> <li>• school led tutoring (in school)</li> </ul> <p>These programmes have been developed by the Core departments and will support revision, topic preparation, specific subject skills, knowledge gaps or catch up.</p>   | <p>students, Black Caribbean students and those who have fallen behind.</p> <p><b>One to one tuition:</b><br/> <a href="#">Education Endowment Foundation</a></p> <p><b>And in small groups:</b><br/> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation</a></p>             |      |
| <p>The provision of additional subject specific support and guidance for underachieving students identified through formative and summative assessments to allow them to make improved progress.</p> <p>The intervention programme targets students in Year 11 and 13 for curricular support after school. It is based around the individual requirements of each department and focuses on supporting students at key points in the school year.</p> | <p>The intervention programme will address specific subject skills and knowledge gaps of disadvantaged and underachieving students. The sessions will be in small groups.</p> <p><b>And in small groups:</b><br/> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation</a></p> | 3, 4 |

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

Budgeted cost: £ 73,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>The creation of an Attendance Officer's position provides up to date attendance and punctuality data which allows timely actions and interventions to be implemented.</p> | <p>These recent additions to the school's attendance system should help identify and resolve attendance issues within a shorter timescale leading to improved attendance figures.</p> | 5, 6, 7                       |

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| <p>The provision of an additional 1 hour per week (from 2021-22) for the Pastoral Support Workers (PSWs) to support identified students with attendance issues including parental contact, AIPs and mentoring.</p> <p><b>Target group &lt;90% KS3 &amp; 4 Attendance moving back toward 96%</b></p> <p>Tutors regularly monitor the punctuality and attendance data of students through the pastoral tracking system enabling identification of patterns in punctuality and attendance.</p> <p>Tutors participate in punctuality and attendance training delivered through whole school training and team meetings.</p> <p>The position of Breakfast Club supervisor has been appointed with Breakfast club for disadvantaged students. The aim is to improve punctuality and attendance but to also support families during the cost of living crisis by providing a healthy, filling breakfast and support behaviour and learning throughout the school day</p> | <p>The <a href="#">DfE</a> (2016) clearly states missing a few days in a year can damage a students' chance of gaining good GCSEs.</p> <p>The <a href="#">DfE</a> (2021) guidance offers advice for improving school attendance.</p> <p>The following studies offer guidance and support for improving school attendance:<br/> <a href="https://attendancemattersmagonline.co.uk/a-five-point-plan-for-successful-attendance-management/">https://attendancemattersmagonline.co.uk/a-five-point-plan-for-successful-attendance-management/</a><br/> <a href="https://dera.ioe.ac.uk/2945/3/110308section3en.pdf">https://dera.ioe.ac.uk/2945/3/110308section3en.pdf</a></p> <p>The EEF lists breakfast club as a Wider Strategy and as Maslow's hierarchy of Needs, in it's Pupil Premium guidance as a low cost, high impact intervention to close the achievement gap between PP and Non-PP students<br/> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p> |                |
| <p>Three Key Stage Leader positions were created in 2021-2 to provide strong support for behaviour and wellbeing in the school.</p> <p>A Positive Behaviour leader position has been created to</p>   | <p>Evidence from a range of sources suggests the correlation between strong levels of emotional wellbeing and the ability to access and engage with learning. Similarly, the enhanced capacity for resilience that is brought</p>   | <p>5, 6, 7</p> |

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| <p>provide training to staff and run interventions with students who are struggling the most with behaviour, many of which are in receipt of Pupil Premium funding.</p> <p>Year based panels meet fortnightly to discuss and review pastoral and academic intervention measures to support disadvantaged and vulnerable students.</p> <p>The provision of an additional 2 hours per week where the Pastoral Support Workers (PSWs) mentor identified students with behavioural issues from the pastoral tracking system.</p> <p>To further support positive behaviour and wellbeing, the school employs external specialists (BIS / Clinical Psychologist) to work with students who require more intensive support.</p> | <p>about by wellbeing enables students to better respond to challenges with their learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Some students will require more intensive support and a range of pastoral intervention strategies to develop positive self esteem and positive behaviours.</p> <p>The increased capacity in staff allows for the reflection time and the use of restorative approaches to behaviour concerns.</p> <p><a href="#">EEF</a> states effective behaviour interventions and universal approaches can have a positive overall impact (+4 months).</p> <p><a href="#">EEF</a> states mentoring aims to build confidence and relationships to develop resilience and character which can have a positive overall impact on raising aspirations (+2 months).</p> |                            |
| <p>Parents have a strong influential role in their child's education and success in life.</p> <p>The school recognises the importance of parental engagement and has allocated one hour per week counselling service (virtual) available for</p>   | <p><a href="#">EEF</a> states parental engagement has a positive impact of additional progress (+4 months).</p> <p><a href="#">Research</a> has shown parental engagement does impact on student progress.</p> <p>Evidenced by:</p>   | <p>1, 2, 3, 4, 5, 6, 7</p> |

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| <p>parents who require more support.</p> <p>Year 7 tutors will reach out to contact all parents and carers of students in their first week at EPHS, prioritising pupil premium and vulnerable students for additional contact to support. The school's 'Year Ahead Meetings', behaviour &amp; study skills support evenings and the calling of parents/carers prior to Parent Evenings to ensure sign up supports communication and engagement.</p>   | <p>Parental engagement events for PP e.g how to revise.</p> <p>Parental attendance.</p>  |      |
| <p>The provision of a chromebook provides disadvantaged students with an appropriate digital device to support online and home learning.</p> <p>PP are provided with texts and revision books in every exam subject.</p> <p>The Year 7 and 8 disadvantaged and Black Caribbean students are provided with a support pack containing subject specific resources (reading books, revision materials, study guide, pencil case, etc.) to support home learning and revision during the summer holidays</p> <p>The Year 9 disadvantaged and Black Caribbean students are provided with a study skills book in preparation for starting their GCSEs/BTECs.</p> | <p>Students without a digital device and internet connection find it much harder to keep up with their learning from home and the attainment gap can widen.</p> <p><a href="#">Sutton Trust</a> research states there is a digital divide between disadvantaged students and their peers.</p> <p><a href="#">Sutton Trust</a> research states students who improve their metacognition and self regulation has a positive impact of additional progress (+7 months).</p> | 4, 6 |
| <p>Provision of home learning clubs which run weekly to provide disadvantaged students with an</p>  | <p>SMHW allows better tracking of students' completion of home learning by staff and parents</p>   | 4    |

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| <p>appropriate space and support to complete their home learning.<br/>Evidenced by: Attendance data show PP uptake<br/>Subject and pastoral refer students.</p>  | <p>enabling targeted support to be put in place, for example, the KS3 home learning clubs.<br/><br/>The <a href="#">EEF</a> states the impact of homework completion by students can add, on average, five months' additional progress.</p>  |   |
| <p>The school has significantly increased the number of extracurricular activities which take place after school each day for all year groups. AYL pay increase to reflect the additional running of interform competitions after school.</p> <p>To feel part of and fully participate in school life, disadvantaged students are financially supported with the purchase of school uniforms, music equipment and lessons, extra curricular activities, the Duke of Edinburgh and year based trips (local and abroad).</p> <p>The Elthorne Wider Opportunities Programme (EWOD) has been designed to ensure a balance of enrichment opportunities are provided for PP students free of charge. These activities have been mapped across key stages 3 - 5 and include experiences related to SMSC, CIEAG and curriculum trips.</p> <p>All students have been given access to Unifrog to help monitor PP students' engagement with CIEAG / extra curricular activities. To ensure that there is equitable access to the platform (which requires devices), curriculum time has been allocated during PSHCE</p> | <p>The school recognises the importance of nurturing the whole child which includes their social and emotional development through engagement in extracurricular activities and cultural capital events. Disadvantaged students are encouraged and financially supported to take part in extracurricular activities and trips to develop their aspirations for achieving outside the school.</p> <p>Research has shown participation in extracurricular activities can also affect students' academic performance and plays a critical part when applying for jobs, apprenticeships and Universities.</p> <p>The <a href="#">Social Mobility Commissions'</a> report states a young person will miss out on some valuable experiences in life through extracurricular activities simply because of their social background.</p> <p>This <a href="#">article</a> shares some key benefits of participating in extracurricular activities.</p> | <p>3, 4, 5, 6</p> <p>Uniform support applied for by PSW from The Hobbayne Trust local charity and directed to PP needs for uniform.</p> |



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| and tutor time for students to upload their interactions and use the careers and opportunity library to search for CIEAG opportunities. |  |  |
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## Part B: Review of outcomes in the previous academic year

**This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.**

We have closed the gap between PP cohort and non PP for GCSE results and post 16 results. In GCSE, the gap between PP and non-disadvantaged students shrinking by 27% (comparative to 2019) for 5 standard passes including English and Maths and 26% for 5 good passes including English and Maths. Progress for all prior attainment groups (including our low prior attainment cohort) has improved comparative to 2019. Likewise, the gap between boys and girls attainment and progress has shrunk significantly comparative to the 2019 data set. For post 16 the overall performance of individual groups of students has significantly improved for our 2023 cohort. The gap in the average point score for PP and non-disadvantaged students has shrunk by over 14 points to a disparity of just 2.3 points.

In 2022-2023 all students entitled to Pupil Premium passed phonics. The intervention has 33 modules; the Pupil Premium students ended the 2022-23 school year:

- 5 PP on module 31
- 1 PP on module 27
- 5 PP students module 21
- 6 PP on module 16

Our Curriculum Assessment Panel prioritises PP students if they are underachieving and includes book looks, learning walks and meeting with parent and student. From this potential further assessments take place or monitoring.

Our attendance levels remain higher than local and national average. We have had an increase uptake in trips and events including representation in our Student Leadership team, Duke of Edinburgh and extra curricular clubs.