

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Elthorne Park High School
Number of pupils in school	1229 Year 7-11
Proportion (%) of pupil premium eligible pupils	260 Year 7-11 (21%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year Plan 2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Eliot Wong
Pupil premium lead	Diane Hagel
Governor / Trustee lead	Nancy Van Den Broeck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229 515
Recovery premium funding allocation this academic year	£34 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year Includes additional funding for Covid recovery (Aspire)	£229,515+34,000+ 50,000

Part A: Pupil premium strategy plan

Statement of intent

All students at Elthorne Park High School have the right to achieve their utmost potential and it is our responsibility to foster a deep sense of aspiration, self-belief and conviction in all of our students, regardless of their social situation. The Pupil Premium Funding is a wonderful opportunity for us to directly support pupils from disadvantaged backgrounds to make better, more rapid and sustained progress.

In addition to this entitlement to academic success, it is essential that all students, irrespective of background, benefit from a nurturing holistic educational experience that develops positive personal and interpersonal attributes such as the development of characteristics such as compassion, determination, resilience, respect, unity and responsibility. We recognise that some students will face barriers to their education and personal development that are not experienced by the wider-cohort and we aim to overcome these challenges through our ambitious pastoral programme of support.

We believe that high-quality, inspirational teaching is key to achieving these aims. We believe that each and every lesson is an opportunity to both nurture students' academic progress alongside their personal development as learners who are curious, intellectually ambitious and independent. We recognise that students do not all join us from the same academic starting point and that some students will face additional challenges not experienced by the whole-school cohort during their time at EPHS. In recognition of this understanding, we provide students with an infrastructure of support and additional provision to promote our overall goal of equity between all students. Examples of this additional provision include enhanced support for those operating below age-related expectations or expected progress against their peers such as carefully tailored interventions such as targeted tuition. We supplement our internal provision map with external support where required through organisations such as the National Tutoring Programme.

Challenges

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

Challenge number	Detail of challenge
1	The reading age 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>In autumn 2021, EPHS completed a full reading-age capture for all year groups. Analysis of reading-age data indicates that the overall percentage of disadvantaged students operating below chronological age is significantly greater than their peers.</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 numeracy analysis on intake is captured in the form of CATS data (2020-2021 cohorts) and suggests the gap between disadvantaged and their peers is evident in Year 7. The data is analysed using CATs quantitative and spatial scores to ascertain degree of inequality on intake.</p> <p>There is an over representation of disadvantaged students within the lower sets for maths compared to their peers. At Key Stage 4 (Year 9-11), the data shows around one third of disadvantaged students are in the higher tiered sets compared with around two thirds of their peers.</p>
3	<p>Our assessments and observations suggest that the academic achievement and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>Within the school, between 60 - 80% of our disadvantaged pupils are above or on track to make progress in Pathways at Key Stage 3 or progress towards their Minimum Target Grades (MTG) at Key Stage 4 compared to 70 -90% of their peers. This has resulted in significant knowledge gaps where students are falling behind in their studies.</p>
4	<p>Our data analysis of home learning 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.</p>
5	<p>Our attendance 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 not improved, being in the early 90% compared with their peers around mid 90%.</p>

	The punctuality figures show our disadvantaged students have more issues with punctuality than their peers.
6	Participation in extracurricular activities is an additional area of school life in which disadvantaged students are not currently as involved with than 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 wellbeing 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 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
Improve reading comprehension for all students at Key Stage 3 including disadvantaged students.	Reading tests demonstrate ongoing improvements in the reading ages of disadvantaged students in Year 7 and 8.
Improve attainment of all students in all subjects at Key Stage 4 including disadvantaged students.	GCSE results demonstrate improvements in disadvantaged students' progress.
Improve participation in extracurricular activities across the school including disadvantaged students.	Disadvantaged students participate in at least one extracurricular activity during the academic year.
Improve attendance figures across the school including disadvantaged students.	Disadvantaged students' attendance figures to improve in line with their peers.

Improve the wellbeing of students within the school including disadvantaged students.	School specific wellbeing issues identified through staff observations, parent & student voice and school surveys addressed within the PSHCE, assemblies and tutor time activities should lead to improved levels of wellbeing.
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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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching: further training will be provided to support teachers to deliver Quality First Teaching with a specific focus on:</p> <ul style="list-style-type: none"> • Vocabulary/ Communication-Friendly teaching • Differentiation & scaffolding • GOP & feedback • Improving metacognition, memory and recall 	<p>The EPHS Teaching & Learning Toolkit compiles the latest research on which we base our approach to classroom teaching. The relevant sections of the toolkit are:</p> <p>Communication friendly strategies Memory and recall Feedback Stretch and challenge</p> <p>EEF Effective Professional Development (C. DEVELOP TEACHING TECHNIQUES)</p>	1, 2, 3
<p>Staff will engage in a year-long action research project to develop how we improve literacy levels across the school. This will require 7.5 hours of directed time for approximately 40 staff who will be involved in the project.</p>	<p>Action research 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>Reading comprehension strategies EEF</p>	1

<p>We will also offer payment to 5 lead learners who will support less experienced colleagues throughout the action research programme.</p>	<p>Children and young people's reading engagement in 2021</p> <p>EEF Effective Professional Development (D. EMBED PRACTICE)</p>	
<p>Provision of home learning clubs which run weekly to provide disadvantaged students with an appropriate space and support to complete their home learning.</p>	<p>Provision of Year group clubs at KS3 which run weekly to provide disadvantaged students with an appropriate space and support to complete their home learning.</p> <p>The EEF states the provision of 'homework' clubs by the school can add, on average, five months' additional progress.</p> <p>SMHW allows better tracking of students' completion of home learning by staff and parents enabling targeted support to be put in place, for example, the KS3 home learning clubs.</p> <p>The EEF states the impact of homework completion by students can add, on average, five months' additional progress.</p>	4
<p>To ensure that our teachers are familiar with the latest educational research and Ofsted research papers. Training time and resources for our CPD library will be required. 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</p>	<p>We will use the reading lists that accompany the new NPQ frameworks as our starting point for expanding the resources available in our CPD library.</p> <p>EEF Effective Professional Development (A. BUILD KNOWLEDGE)</p>	3

disadvantaged students in lessons.		
Recruitment of additional teaching staff to enable us to run additional Eng/Ma classes at KS4. Extra maths and English groups at KS4 allows disadvantaged students to access smaller class sizes to provide more teaching time and targeted subject support.	Impact of reducing class sizes for disadvantaged students: Reducing class size EEF	1, 2
Research carried out by 6 teachers who have successfully applied to enrol on NPQs in 2021-22. Their research projects will all focus on improving our provision for disadvantaged students.	EEF Effective Professional Development (A. BUILD KNOWLEDGE)	1, 2, 3, 4
<p>The EPHS Reading strategy allows students the opportunity to develop specific reading skills of inference, decoding, speed and resilience to better equip them to meet the challenges of the Key Stage 4 curriculum.</p> <p>The KS3 curriculum has been amended for 2021-22 to allow students to benefit from two additional hours of reading provision per fortnightly cycle.</p> <p>Timetables have been created to allow students to be placed in tiered reading groups that target their current reading age, providing additional stretch and challenge for competent</p>	<p>Research 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> <p>A study by Psychological Science (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>	1, 3

<p>readers and targeted support for less confident readers.</p> <p>Increased capacity within the English department to manage the change in curriculum and appointed a Literacy Coordinator.</p>	<p>The EEF states that on average, reading comprehension strategies delivered improves student progress (+6 months).</p>	
<p>Increased frequency of Reading Age data capture.</p> <p>The three reading age assessments captured termly for Year 7-9 will provide reliable data to allow teachers to target additional support, if required.</p>	<p>The increased frequency of reading age assessments provides the teacher with accurate information on what improvements the students have or have not made.</p> <p>Evidence (Assessment in Education - Black & Williams 1998) suggests that regular formative assessment can improve students' learning.</p>	1, 3
<p>Three Achievement Coordinators (KS3, KS4 & KS5) appointments responsible for the coordination, tracking and impact of intervention strategies to support the academic achievement of identified underachieving and disadvantaged students.</p> <p>A key strategy will be Year based study skills workshop to develop metacognition and independent learning.</p>	<p>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.</p> <p>The EEF states the potential impact of self regulation and metacognition can improve student progress (+7 months).</p>	3, 4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The students whose progress has been impacted by COVID-19 and school closure receive additional support to allow them to make accelerated progress and 'close the gap'.</p> <p>The school adopted two routes of tutoring with the NTP:</p> <ul style="list-style-type: none"> ● tuition partner (online) ● school led tutoring (in school) 	<p>The tutoring programme will target specific needs and knowledge gaps of disadvantaged students and those who have fallen behind. The tuition will be in small groups or one-to-one.</p> <p>One to one tuition: Education Endowment Foundation</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation</p>	3, 4
<p>The provision of additional subject specific support and guidance for underachieving students identified through formative assessments to allow them to make improved progress.</p> <p>The ASPIRE programme targets students in Year 11 and 13 for curricular support after school, Saturdays and during holidays (Nov, Feb and May half terms and Easter).</p>	<p>The ASPIRE programme will address specific subject skills and knowledge gaps of disadvantaged and underachieving students. The sessions will be in small groups.</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation</p>	3, 4

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

Budgeted cost: £ *[insert amount]*

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>The provision of an additional 1 hour per week for the Pastoral Support Workers (PSWs) to support identified students with attendance issues including parental contact, AIPs and mentoring.</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>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> <p>The DfE (2016) clearly states missing a few days in a year can damage a students' chance of gaining good GCSEs.</p> <p>The DfE (2021) guidance offers advice for improving school attendance.</p> <p>The following studies offer guidance and support for improving school attendance: https://attendancemattersmagonline.co.uk/a-five-point-plan-for-successful-attendance-management/ https://dera.ioe.ac.uk/2945/3/110308section3en.pdf</p>	5, 6, 7
<p>Three Key Stage Leader positions were created to provide strong support for</p>	<p>Evidence from a range of sources suggests the correlation between strong levels of emotional wellbeing and the ability to access</p>	5, 6, 7

<p>behaviour and wellbeing in the school.</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>and engage with learning. Similarly, the enhanced capacity for resilience that is brought about by wellbeing enables students to better respond to challenges with their learning.</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><u>EEF</u> states effective behaviour interventions and universal approaches can have a positive overall impact (+4 months).</p> <p><u>EEF</u> 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</p>	<p><u>EEF</u> states parental engagement has a positive impact of additional progress (+4 months).</p> <p><u>Research</u> has shown parental engagement does impact on student progress.</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

<p>counselling service (virtual) available for parents who require more support.</p>		
<p>The provision of a chromebook provides disadvantaged students with an appropriate digital device to support online and home learning.</p> <p>The provision of subject specific resources (reading books, revision materials, etc.) provides disadvantaged students with appropriate materials to support remote and home learning.</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><u>Sutton Trust</u> research states there is a digital divide between disadvantaged students and their peers.</p>	<p>4, 6</p>
<p>The school has significantly increased the number of extracurricular activities which take place after school each day for all year groups.</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</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>3, 4, 5, 6</p>

<p>based trips (local and abroad).</p>	<p>The <u>Social Mobility Commissions'</u> 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 <u>article</u> shares some key benefits of participating in extracurricular activities.</p>	
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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 2020 to 2021 academic year.

Last year, the key performance measures identified by the school for disadvantaged students were not met due to the impact of COVID-19 on student achievement. The partial closure of the school had a detrimental effect on our disadvantaged students who were not able to benefit from their usual support within the classroom or the targeted interventions programmes and initiatives that are put in place in an ordinary academic year. The school did provide online resources and laptops for vulnerable or disadvantaged students who did not have access to these at home.

One performance indicator was to improve the Attainment8 score of our disadvantaged students. Over the last three years, we have seen the average point score of the disadvantaged students improve by approximately half a grade from 2019 to 2020 and by approximately one sixth of a grade from 2020 to 2021. When compared with their peers this year, the average point score gap has widened for our disadvantaged students being 44.3 compared with 57.74 for their peers.

Another measure was to increase the number of disadvantaged students gaining a Grade 4+ in English and maths. In the last three years, the percentage of disadvantaged students gaining a Grade 4+ in English and maths have not been characterised by year-on-year consistency. From 2019 to 2020 there was approximately a 31% percentage increase, however, from 2020 to 2021 there was approximately a 10% decrease. In 2021, there is approximately a 24% gap between

disadvantaged students gaining a Grade 4+ in English and maths and their peers. This is a wider gap compared with the previous year.

Another key measure was to improve access to the Ebacc pathway for disadvantaged students. In Year 11, 20% of disadvantaged students were on the Ebacc pathway compared to 51% of their peers, however, half of these students are LA. In Year 10, 19% of disadvantaged students are on the Ebacc pathway compared to 56% of their peers, however, just under half of these disadvantaged students are LA.

The school's tracking of NEET (Not in Education, Employment or Training) for our disadvantaged students has remained at 0%. This has been maintained for the last three years.

Although overall attendance in 2020-21 is lower than previous years, it is higher than the national average.

The wellbeing of all students has been significantly impacted by the events surrounding COVID-19 especially our disadvantaged students. The targeted intervention programme measures in place for 2021-22 provide important academic and pastoral support for students.