

Pupil premium strategy statement – Ellowes Hall Sports College

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1045 Pupils
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published	16/12/2022
Date on which it will be reviewed	15/12/2023
Statement authorised by	Kevin Rogers
Pupil premium lead	Andrew Di Bernardo
Governor / Trustee lead	Suresh Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 260,040
Recovery premium funding allocation this academic year	£ 73,140
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 333,180

Part A: Pupil premium strategy plan

Statement of intent

At Ellowes Hall, our learning experience puts students first. We believe that all students have an entitlement to engage with powerful knowledge and cultural capital, learning to respect the best of what has been written and said. Our curriculum is exciting and engaging, asking students to become agile thinkers and to have imagination. Our curriculum always has an eye on the future, placing skills, moral purpose and employability in sharp focus.

Put simply, we're proud that our curriculum is Challenging, Creative, and Real-world Relevant.

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. We see our students as individuals who may require more support from us at times. We are committed to responding to these needs to ensure that every student has the opportunity to achieve as well as their peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils' attendance is at least 97%. This will be tracked and monitored so that we can act early to intervene at the point need is identified*
- Track and monitor disadvantaged students progress and conduct so that we can act early to intervene at the point need is identified*
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

Challenges

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

Challenge number	Detail of challenge
1	Historically, disadvantaged students underperform in final examinations despite interventions. They also under perform nationally.
2	Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between 4% - 7% lower than non-disadvantaged pupils. A significant number of disadvantaged pupils have been 'persistently absent' compared to their peers during that period.
3	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. After completing our in-house reading tests, we are aware that Y7/Y8 disadvantaged PP students are far more likely to have reading ages below their chronological age.
4	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils including those that have gone through the transition process. These findings are backed up by several national studies.
5	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive/self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. Disadvantaged pupils may lack the cultural capital to successfully partake in debates on current issues, as well as the communication skills to articulate themselves well.
6	Our observations, analysis and discussions with students has identified that our disadvantaged students are less likely to engage with extracurricular support and take up leadership positions in the school.
7	There has been a lack of curriculum focus previously on procedural and declarative knowledge. Curriculum sequencing was not always logical and did not always address gaps in knowledge.
8	Our observations, analysis and discussions with students has identified that our disadvantaged students are more likely to experience negative conduct which leads on to detention, suspensions, FTE's and permanent exclusions. This has a negative impact on students' attendance, access to curriculums, teaching and learning and progress made by these students.

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
<p>Improved attainment/progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on English, Maths and Science. OH</p>	<p>By the end of our current plan in 2022-2023:</p> <ul style="list-style-type: none"> - Progress 8 of 0 including a reduction in the PP gap. - Attainment 8 of 41 including a reduction in the PP gap. <p>By the end of our current plan in 2023-2024:</p> <ul style="list-style-type: none"> - Progress 8 of 0 including a reduction in the PP gap. - Attainment 8 of 42 including a reduction in the PP gap. <p>By the end of our current plan in 2024-2025:</p> <ul style="list-style-type: none"> - Progress 8 of 0 including a reduction in the PP gap. - Attainment 8 of 44 including a reduction in the PP gap.
<p>Improved reading comprehension among disadvantaged pupils across KS3. GTI</p>	<p>By the end of our current plan in 2022-2023:</p> <ul style="list-style-type: none"> - Complete reading age tests for all students - Implement action plan for Y7 and Y8 students. - Re tests Y7 and Y8 after interventions to discover if gaps have reduced. - Embed reading in tutor programme <p>By the end of our current plan in 2023-2024:</p> <ul style="list-style-type: none"> - Continue to analyse data for impact and to identify target students. - Re test all students (twice a year) to review impact and progress. - Reduce all reading age gaps for all students - Embed reading weeks in all KS3 years. <p>By the end of our current plan in 2024-2025:</p> <ul style="list-style-type: none"> - Existing Y7 and Y8 students (who will then be in Y9 and Y10) should not have reading age gaps with their peers.
<p>Improved communication, metacognitive and self-regulatory skills among disadvantaged pupils across all subjects including our dedicated learning skills curriculum. RW</p>	<p>By the end of our current plan in 2022-2023:</p> <ul style="list-style-type: none"> - ATL scores increased in KS3 for PP students; - Verbal contribution positive achieved by all PP students.

	<p>By the end of our current plan in 2023-2024:</p> <ul style="list-style-type: none"> - Closing of the gap in attainment between disadvantaged pupils and their peers <p>By the end of our current plan in 2024-2025:</p> <ul style="list-style-type: none"> - Closing of the gap in attainment between disadvantaged pupils and their peers
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. JRB	An improvement in targets linked to ATL, conduct, attendance and assessment data and final outcomes. The student surveys completed by these students are to show an improvement of their experiences at secondary school.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. ADB	<p>By the end of our current plan in 2022-2023:</p> <ul style="list-style-type: none"> - Attendance gap to be below 6% - Persistent absences gap to be below 10% <p>By the end of our current plan in 2023-2024:</p> <ul style="list-style-type: none"> - Attendance gap to be below 3% - Persistent absences gap to be below 5% and broadly inline with national average data. <p>By the end of our current plan in 2024-2025:</p> <ul style="list-style-type: none"> - Attendance gap to be 0% with all students meeting 97%+ target. - Persistent absences gap to be 0% with persistent absence to be below national averages.
Curriculum developments TBR	<p>By the end of our current plan in 2022-2023:</p> <ul style="list-style-type: none"> - Our curriculums will place knowledge as a high priority and the sequencing of knowledge and skills will be mapped throughout our entire curriculum. <p>By the end of our current plan in 2023-2024:</p> <ul style="list-style-type: none"> - Our Ellowes Eight curriculum priorities will be intertwined throughout the curriculum. A focus on 'moral purpose' and employability will be in the spotlight. <p>By the end of our current plan in 2024-2025:</p> <ul style="list-style-type: none"> - Our Ellowes eight curriculum principles will be fully embedded and cross

	curricular links will continue to be developed.
Reduce the level of IEX, FTE and PX and increase the amount of positive interactions for PP students during the school day. LJ/ADB	<p>By the end of our current plan in 2022-2023:</p> <ul style="list-style-type: none"> - Implement strategies to reduce the potential for the use of IEX, FTE and PX for all students especially disadvantaged. - Reduce the amount of PP students receiving an IEX. - Reduce the amount of PP students receiving FTE. - Reduce the amount of PP students receiving PX. - Improve the number of positives for students. <p>By the end of our current plan in 2023-2024:</p> <ul style="list-style-type: none"> - Implement strategies to reduce the potential for the use of IEX, FTE and PX for all students especially disadvantaged from the 2022/23 year data. - Reduce the amount of PP students receiving an IEX from the 2022/23 year data. - Reduce the amount of PP students receiving FTE from the 2022/23 year data. - Reduce the amount of PP students receiving PX from the 2022/23 year data. - Further improve the number of positives for students. <p>By the end of our current plan in 2024-2025:</p> <ul style="list-style-type: none"> - Remove the gaps between PP and non-PP for IEX, FTE and PX.
Continue with ensuring that all disadvantaged pupils secure a placement post-16 ATP	<p>By the end of our current plan in 2022-2023:</p> <ul style="list-style-type: none"> - 100% of students have a secure offer in further education/apprenticeship. - 100% of students have a priority interview with our Independent Careers Adviser and receive

	<p>personalised support in helping them make their next steps.</p> <ul style="list-style-type: none"> - 100% of students have the opportunity to visit higher education providers to raise their aspirations. <p>By the end of our current plan in 2023-2024:</p> <ul style="list-style-type: none"> - 100% of students have a secure offer in further education/apprenticeship. - 100% of students have a priority interview with our Independent Careers Adviser and receive personalised support in helping them make their next steps. - 100% of students have the opportunity to visit higher education providers to raise their aspirations. <p>By the end of our current plan in 2024-2025</p> <ul style="list-style-type: none"> - 100% of students have a secure offer in further education/apprenticeship. - 100% of students have a priority interview with our Independent Careers Adviser and receive personalised support in helping them make their next steps. - 100% of students have the opportunity to visit higher education providers to raise their aspirations.
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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: £4971

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Learning Skills Curriculum (CPD delivered by James Mannion and course delivered by staff £0)</p>	<p>In James Mannion’s research/school, there was a positive correlation between Learning Skills and academic attainment in subject learning across the curriculum (12% increase in students either hitting or exceeding their target grade), with accelerated gains among students from disadvantaged backgrounds (closed the gap by 23%.) Following three years of Learning Skills, the PP gap had all but disappeared. The gap closed from the bottom up. There was a similar picture at Key Stage Four. 5A*CEM (measure at the time) increased by 10.9% overall after the first cohort had studied Learning Skills for five years but 23.3% for disadvantaged. There was a 66.9% decrease in the gap between disadvantaged students and their peers when you measure the proportion of students achieving a C grade or higher for all subjects combined.</p>	<p>1, 4</p>
<p><i>Bedrock</i> £4971 Vocabulary initiative for all KS3 which aims to close the vocabulary gap (focusing on tier 2 vocabulary specifically). The programme gives all students the tools to articulate themselves and be successful moving towards GCSE and beyond by explicitly teaching vocabulary and ensuring students then encounter it within the context of different fiction and non-fiction texts. The programme also builds cultural capital – Students read texts on a variety of different subjects which include: The Sahara Desert, Scientists, The legend of Troy, Alan Turing, Oswald Boateng,</p>	<p>Two years evidence that this programme supports improved attainment if utilised over a sustained period of time. Data from Bedrock suggests that between pre and post-tests (with a data sample of 83,642 students) PP students improved their vocab knowledge and acquisition by 37.93%.</p>	<p>1, 3</p>

Doping in sports, women writers etc.		
<p>Reading actions/CPD</p> <ul style="list-style-type: none"> - For middle leaders - For teaching staff to use reading data in the classroom - For teaching staff on using vocabulary in all subjects - Ensuring vocabulary is planned in to curriculums/sequencing of skills. - Development of oracy skills in Forensic reading <p>Tier 2 and 3 vocabulary identified across all subject areas</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).</p> <ul style="list-style-type: none"> • There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). • Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009) 	1, 3
<p>Teaching and Learning CPD for Staff</p> <p>Weekly CPD for all staff that focuses on building relationships within the classroom. This develops both the teaching and learning as well as developing positive relationships with all students. This helps our staff to keep up with the best practice and current standards.</p>	<p>Where children and young people believe that adults in the school care about their learning and about them as a person. They feel accepted by and able to talk to staff (Mentally Healthy Schools, 2022).</p> <p>Where staff build positive relationships and students feel welcome in class, it can boost their productivity (Weareteachers.com, 2020).</p>	1, 2, 3 ,4 , 5, 6, 7, 8

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

Budgeted cost: £2840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PP student mentoring (staff volunteers) ADB/HOY/Tutors</i>	To support students' needs and remove barriers to learning. Develop relationships with students over a long period of time. EEF Teaching and Learning Toolkit – Mentoring	1, 2, 3, 4, 6, 8
<i>GCSE Pod (£2840)</i>	Key Stage 4 online revision resource that has resulted in fantastic progress from students.	1, 3
<i>Holiday revision workshops</i>	Y11 focussed revision.	1, 6
<i>Parental engagement workshops in English and Maths</i>	Support for parents on how to help revise and engage with the school.	1, 6
<i>Reading interventions for all students in Y7, Y8 and Y9 who have at least 1 year under their expected reading age.</i>	See evidence in teaching section 6 weekly targeted intervention plans for each student. 1-2-1 and small group intervention using staff, peers and sixth form students.	1, 3

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

Budgeted cost: £324,633.32 (External Services £53,332.32)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rewards for PP students embedded in whole-school rewards strategy (£8000 budget but spread out against a range of competitions) (ADB)	When students are rewarded for good conduct, academic progress, etc it helps to improve their engagement and a sense of belonging within the school ethos. This is a part of their wellbeing which is promoted across all lessons and all opportunities at Ellowes Hall. By the end of our current plan in 2022-2023: - Rewards gap to close or be above the whole school total in Year 7, 8, 9, 10 and 11.	3, 8
House Competitions and Extra-Curricular to	When students participate in more activities it allows them to develop their	3, 8

<p>be promoted to PP students on a larger scale (£0 but printing costs for resources) (JHa)</p>	<p>social skills and learn how to work in a team to achieve a shared goal. This in turn supports their wellbeing and self-confidence.</p> <p>By the end of our current plan in 2022-2023:</p> <ul style="list-style-type: none"> - House Participation to increase for our PP students in all year groups. - Participation in extra-curricular clubs from PP students to increase. 	
<p>Transition Activities (After 1st March and costs will only be for resources in particular subjects) (ADB)</p>	<p>By offering the climbing wall, sports events, food sessions, science sessions, this will help to promote self-regulation and allow PP students to have a better understanding of secondary school life as well as promote their wellbeing opportunities.</p> <p>By the end of our current plan in 2022-2023:</p> <ul style="list-style-type: none"> - Larger uptake of students that attend Ellowes Hall due to the fantastic opportunities on offer to them. - The transition process to start in Year 5. 	3, 8
<p>Summer School Activities (£6000) (ADB)</p>	<p>The Education Endowment Foundation (EEF) finds that, on average, pupils attending a summer school can make:</p> <p>2 months' additional progress (compared with pupils who do not attend)</p> <p>up to 4 months' additional progress if the summer school offers small group tuition led by highly-trained and experienced teaching staff</p> <p>Evidence suggests a broader benefit for families and communities, support for vulnerable children and young people, pupil mental health and wellbeing, improved education engagement and transitions, and reduced youth violence.</p>	3, 8

<p>Application of the attendance policy specifically the escalation stages for students with low attendance. (ADB, GL, HD)</p>	<p>Current data tracking shows that PP attendance is an area of concern. See data above.</p> <p>EEF Teaching and Learning Toolkit – Parental Engagement</p>	<p>1, 3, 5, 6</p>
<p><i>Attendance rewards (£2000)</i></p> <ul style="list-style-type: none"> - <i>100% weekly rewards chosen in each year group.</i> - <i>Weekly challenge cards challenging students with low attendance to attend for 20 school days in a row. Weekly rewards are given.</i> - <i>Termly challenge cards challenging students with low attendance to attend for a whole term. Twice weekly rewards are given.</i> - <i>Attendance competition each half term</i> 	<p>To reduce number of missed sessions which happen frequently.</p> <p>To reduce persistent absence data for PP students. See data above as well as below.</p> <p>To promote good attendance to school so that lessons are not missed.</p> <p>To remove barriers to learning for all students.</p>	<p>1,3, 5, 6, 8</p>
<p><i>National Schools Breakfast Programme delivering free breakfast for all students regardless of background.</i></p> <p><i>Bagels and/or cereal are offered.</i></p> <p><i>Card games as well as board games are also on offer to encourage 'play' and developing key skills.</i></p> <p><i>Cost £1200 per year</i></p>	<p>Research from family action:</p> <p>Breakfast consumption in children has been found to:</p> <ul style="list-style-type: none"> - Improve cognitive function, particularly memory, attention, and executive function - Improve academic performance, including school grades and achievement test scores - Increase on-task behaviour in the class 	<p>1, 3</p>

<p><i>Rewards programme linked to outcomes after assessment points</i></p>	<p>Linking performance & progress to rewards. This is highlighted in the wider strategies section with a budget of £10,000.</p>	<p>1</p>
<p><i>Recruitment of staff to support the needs of students</i></p> <p>£254,836.68 (28% of total salaries)</p> <p><i>SLT Attendance Lead</i> <i>DSL</i> <i>Attendance officer</i> <i>SENDCO</i> <i>Learning mentors</i> <i>Boys champions</i> <i>APEX leader</i> <i>Academic head of year</i> <i>* 5</i> <i>Pastoral head of year *</i> <i>5</i></p>	<p>The relationships in a child or young person's life are very important to their wellbeing and development. In a school setting, this means that their relationships with school staff, and with each other, should be nurtured and supported.</p>	<p>All</p>
<p>Breathing Space Therapeutic Services CIC</p>	<p>Breathing Space Therapeutic Services CIC is a woodland-based therapeutic provision offering 1:1 therapeutic support and part time intervention to children and young people, identified as at risk of exclusion from education or society due to significant mental and emotional health needs. We also offer bespoke workshops and training packages on a variety of mental and emotional health related topics to individuals, organisations and professionals. Breathing Space Therapeutic Services CIC is based in a tranquil woodland environment, offering a safe secluded space, conducive to enhancing mental and emotional well-being. Our team of therapists are all BACP registered, working to a robust ethical framework.</p>	<p>All</p>
<p>Dudley College</p>	<p>Dudley's Alternative Provision Strategy has been initiated as an LA Wide</p>	<p>All</p>

	<p>approach to improve access to a range of fit for purpose Alternative Provision, and improved outcomes for children and young people who are at risk of permanent exclusion or have experienced permanent exclusion.</p>	
Innov4te CIC	<p>INNOV4TE is made up of staff with over 40 years' experience in the education and social care sector. We are passionate about changing the way services respond to disadvantaged communities and our aim is to pioneer and spearhead, leading by example. We have utilised all of our experiences to develop our approach. Our team is made up of qualified leaders, teachers, and consultants. We are extremely proud of the positive working relationships we have built with multi agency partners from all 3 sectors, along with excellent working relationships with children, young people and their families.</p>	All
Leasowes High School	<p>Greenhill Alternative Learning Campus has supported us in helping students that are at risk of exclusion. Their team is made up of qualified teachers and leaders that support the education of learners.</p>	All
Think for the Future	<p>Think for the Future tackle disengagement from education using a combination of relatable role models and structure social and emotional learning. Students that work with them show a 52% reduction in negative events as well as a 15% reduction in Fixed Term Exclusions.</p>	All
Sister2Sister C.I.C	<p>A young ethnic minority female lacking aspiration can have a devastating impact upon their future and social positioning, which in turn may affect generation after generation. Sister2Sister want to break down boundaries, which is why they decided to create an opportunity for young women to cultivate their self-esteem, develop their confidence and become visionaries; because we know</p>	All

	<p>that young women who have confidence along with positive role models who believe in their abilities and skills are unstoppable.</p> <p>They have a passion for personal development and growth. For several years, we have explored a variety of personal development theories and coaching and mentoring techniques. We want to share these and utilise our experiences to serve the community that has helped shape the women that we have become.</p>	
The SkyLark Partnership	This partnership is valued for the distinct offer and individuality to meet the needs of our pupils with specific medical needs.	All

Total budgeted cost: £333,180

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole School GCSE Data – The following is our 2022 data for PP students in Year 11. The national average for PP P8 was -0.55 compared to our score of -0.62. PP Girls P8 was -0.37 compared to our score of -0.48. Boys nationally was -0.72 compared to our score of -0.75.

	2022
PP A8	34.89
PP P8	-0.62
PP Girls A8	36.27
PP Girls P8	-0.48
PP Boys A8	33.57
PP Boys P8	-0.75
PP HPA A8	60.10
PP HPA P8	-0.71
PP MPA A8	39.78
PP MPA P8	-1.00
PP LPA A8	28.01
PP LPA P8	-0.31

As a school in 2020/21, our students received 16776 positives in Year 7 (2560 were for PP students (15%)), 15398 positives in Year 8 (3648 were for PP students (24%)), 13560 positives in Year 9 (2640 were for PP students (19%)), 10338 positives in Year 10 (2585 were for PP students (25%)) and 4297 positives in Year 11 (865 were for PP students (20%)). For comparative data in 2021/22, our students received 25202 positives in Year 7 (**7542 were for PP students (30%)**), 23707 positives in Year 8 (**4883 were for PP students (21%)**), 19921 positives in Year 9 (**5158 were for PP students (26%)**), 14745 positives in Year 10 (**3360 were for PP students (23%)**) and 6094 positives in Year 11 (**1524 were for PP students (25%)**). This demonstrates the positive interactions we have with PP students which is improving their positive relationships with staff. The amount of positives have increased and the percentages against those of non-PP students have improved in all year groups except Year 8 and Year 10.

Attendance outcomes for the 2020/21 year are as follows. There is no comparative data due to the impact of the national lockdown during the previous year. As a school, overall attendance was 89.69%. In comparison, PP attendance was 84.48%. Year 7 was 91.81% with PP being 90.69%, Year 8 was 90.66% with PP being 87.57%, Year 9 was 88.35% with PP being 83.29%, Year 10 was 88.03% with PP being 75.27% and Year 11 was 84.77% with PP being 76.54%.

In the most recent destination data (leavers 2022) 95.6% (44/46) of PP students secured a placement in further education or with an apprenticeship provider. This is higher than the local and national average.