

Pupil premium strategy statement

This statement details Ely College and Bishop Laney Sixth Form's plan for spending student premium and recovery premium funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of student premium had within our school.

School overview

| Detail | Data |
|---|------------------------------------|
| School name | Ely College |
| Number of students in school | 1425 |
| Proportion (%) of student premium eligible students | 13.6% |
| Academic year/years that our current student premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | September 21 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Simon Warburton Principal |
| Student premium lead | Max Grezio, Assistant Principal |
| Governor / Trustee lead | Dr Kim Taylor |

Funding overview

| Detail | Amount |
|--|-------------|
| Student premium funding allocation this academic year | £221,515.00 |
| Recovery premium funding allocation this academic year | £25,620 |
| Student premium funding carried forward from previous years (enter £0 if not applicable) | £41,001.31 |
| 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 | £290,479.48 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

We will focus specifically on improving oracy and reading success. We believe that the ability to read and communicate orally is a fundamental right for all students. By actively supporting the development of reading and oracy we will be enabling students to broaden their experiences and find interests and passions that enrich life.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will aim:

1. To ensure all PP students make progress in line with their peers in all subjects
2. To ensure a childhood set of experiences at least in line with their non disadvantaged peers.
3. To ensure all students receive additional and specialised intervention so they make informed choices about the next stage of their learning

1. All PP students will make academic progress in line with their peers

Exceptional teaching is at the heart of ensuring PP students make progress in line with their peers. At Ely College we will ensure all PP students receive the very best teaching in every subject. The pandemic has also meant that many PP students have fallen further behind in some subjects. We will ensure recovery in line with their peers through dedicated and personalised intervention strategies, extending school day with intervention classes, inclusion in the national tutoring programme initiative, Saturday school opportunities, holiday learning support and all staff adhering to our Ely Expects standards for teaching and learning.

2. All PP student's attendance will be above or in line with national average attendance

Attendance will be assured through a rigorous attendance strategy partnered with supportive home school dialogue. Every effort will be made at all levels including tutor, House, attendance officer and other agencies, to ensure sustained attendance is achieved.

3. All PP students will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular activities and supportive personalised pastoral care.

All PP students will have access to a tutor who will ensure the conditions for learning in school and at home do not hinder academic progress or attainment. Teaching strategies such as targeted focus on students in receipt of PP when marking and reviewing progress and whole school initiatives such as our focus on developing oracy and reading competency, will support PP students gaining greater autonomy, resilience and being able to self-direct their learning.

4. All PP students will take part in a childhood set of activities which broaden student outlook and perspectives.

There is much evidence to suggest that those in receipt of pupil premium funding do not always experience a rich set of activities and opportunities which broaden their outlook and perspective. This has been further compounded by the national lockdowns and the pandemic. We will ensure a memorable set of experiences which support engagement and independent growth.

5. All PP students will take part in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning from year 7.

The school will ensure an enhanced CEIAG package of activities based on the axiom: **'If you can't see it you won't be it'** this will include personalised mentoring, work experience and dedicated careers interviews and support for post 16 progression. The pandemic has reduced the opportunities for face-to-face discussions on career opportunities and detailed discussion on next steps in learning, career development and progression routes.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Our 2020-2021 PASS(Pupil Attitudes to Self and School https://www.gl-assessment.co.uk/assessments/pass/) assessments show that disadvantaged students from all year groups present lower scores for key themes compared to their non disadvantaged peers: Perceived learner capability (-11.8%) Learner self-regard (-10%), preparedness for learning (-12%), confidence in learning (-10.4%) and attitudes to attendance (-4.3%) |
| 2 | KS4 assessments for Year 11 in 2020-2021 indicated that disadvantaged students made less progress, scored a lower average grade and recorded a lower Ebacc point score than their non disadvantaged peers. |
| 3 | External GL assessments in English show that of the 11% of students in Year 8 who are graded as below average based on SAS bands, 30% of them are disadvantaged students. Only 1% of the cohort is deemed to be "very low" at standard age score from non-disadvantaged students, compared to 8% from disadvantaged backgrounds. |

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| | External assessments in Maths for Year 8 students show that 11% of non-disadvantaged students account for the very high standard age score of >126 compared to only 4% of disadvantaged students |
| 4 | Reading data from the GL assessments indicates that disadvantaged students lag behind their peers in reading ages. In Year 10, the average standard ages score for PP students was 101.2 compared to 107.5 for non PP students. In Year 8 a similar pattern exists although the gap is greatly reduced. 102 SAS for non PP students compared to 100 for PP students. |
| 5 | Attendance at Ely College is exceptional with the overall college attendance last year in excess of 96% However, attendance statistics for disadvantaged students across the year groups are not as high, ranging from 94% in Year 7 to 88% in Year 11. |
| 6 | Our safeguarding data from the latest half term review (Autumn 1 2021/22) shows that referrals from students in receipt of PP as a percentage of the population equate to 19% whereas the percentage from the non-PP population equate to 9.4%. The impacts of mental health and strains placed on families with the disruption of schooling due to COVID, means that students from disadvantaged backgrounds can often require more support from schools and this will remain a priority for us. |

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 |
|--|--|
| All PP students will make academic progress in line with their peers | <ul style="list-style-type: none"> Outcomes in all subjects matches that of their peers |
| All students will benefit from a three-year partnership with Voice 21 - the National Oracy Education Charity. | <p>Stage 1 success (2021-2022)</p> <ul style="list-style-type: none"> Compete audit of current teaching practice against Oracy benchmarks Consultation and production of our shared vision for oracy A strategic plan for oracy in every classroom will be produced Development of in-house CPD training for all staff Oracy is explicitly taught and student progress evaluated <p>Stage 2 success (2022-2023)</p> |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Evaluate our progress so far against our action plan • Revisit the college’s vision for oracy and strategic plans for the year • Embed the teaching of oracy within teaching and learning <p>Stage 3 success (2023-2024)</p> <ul style="list-style-type: none"> • Evaluate our progress so far against our action plan • Revisit the college’s vision for oracy and strategic plans for the year • Establish knowledge of what works for our college and our students • Sustained and embedded practice of oracy in all areas of college life |
| <p>All PP Student’s attendance will be above or in line with national average attendance</p> | <ul style="list-style-type: none"> • Attendance data for all PP students in line with or above national. |
| <p>All students will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular activities and supportive personalised pastoral care</p> | <ul style="list-style-type: none"> • Staff successfully employing teaching strategies which foster independent learning. • PP student’s participation in extracurricular opportunities, including access to residential trips. • PP participation in whole school initiatives such as wider reading schemes and dedicated home school projects. • Narrowing of the gap in PASS surveys between disadvantaged students and their non disadvantaged peers. |
| <p>All PP students will take part in activities which broaden student outlook and perspectives.</p> | <ul style="list-style-type: none"> • All PP students will complete the 41 things to do before you are 12 ¾ . • Full access and encouragement, including financial, to attend residential, trips and access all extracurricular opportunities. • All PP students to attain the CMAT Bronze PLEDGE • All PP Students to attend alt least three off site visits during KS3 |

| | |
|---|---|
| | <ul style="list-style-type: none"> All PP students to complete two of the four sections of the DoE award by end of year 11. |
| <p>All PP students will be prioritised in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning.</p> | <ul style="list-style-type: none"> Fully participating in school's KS3 career's programme: 'If you can't see it you won't be it!'. Having at least two independent careers interviews at KS4. Being mentored by a specialist/business coach during KS4. Completing an aspirational work experience programme at KS4. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £140,000.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| 40% contribution to specialist teaching and small group intervention support | Small group tuition Small group tuition EEF (educationendowmentfoundation.org.uk) | 2,3,4 |
| 20% contribution to total staffing of TA hours | TA interventions Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) | 1,2,3,4 |
| Oracy 21 whole college project | Voice 21: Oracy Curriculum, Culture and Assessment Toolkit EEF (educationendowmentfoundation.org.uk) | 1,2,3,4 |
| Powerful words – continuation of primary intervention into secondaries | Powerful Words Project 2020-21 - Teach in Cambridgeshire (teachincambs.org.uk) | 1,2,3,4 |

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

Budgeted cost: £ 80,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Use of the National Tutoring programme | EEF Teaching and Learning tool kit: Small group tuition National Tutoring Programme EEF (educationendowmentfoundation.org.uk) | 2,3,4 |
| Ensure each PP student receives <i>at least</i> three 1 to 1 targeted tutor interviews each year and these are always in the first week of each new term. | EEF Teaching and Learning tool kit: Aspiration Interventions EEF Teaching and Learning tool kit: Mentoring | 1,2,3,4 |
| Every student across year groups 7 to 9 completes a PASS survey each year to ensure targeted interventions/attitudes to learning and trends in attitudes can be monitored and addressed where necessary | EEF Teaching and Learning tool kit: behaviour interventions EEF Teaching and Learning tool kit: Peer tutoring EEF Teaching and Learning tool kit: social and emotional learning | 1,2,3,4 |
| Ensure every PP student has access to relevant online revision and learning platforms for KS3 and GCSE study | EEF Teaching and Learning tool kit: Digital technology Toolkit Strand Education Endowment Foundation EEF | 2,3,4 |
| 40% contribution to the Educational Inclusion Officer costs to support attendance intervention | | 5 |
| 40% contribution to costs of college counsellor | | 1,5,6 |

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

Budgeted cost: £ 40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| To ensure that every PP student's parent/s attend at least 1 face to face parent evening each year | EEF Teaching and Learning tool kit: Parental Engagement | 1,5,6 |
| Each student to complete the CMAT Bronze PLEDGE between year 7 and 9 and strive for their silver PLEDGES at KS4. | EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation | 1,2,3,4,5,6 |
| All KS4 PP students complete at least two sections of the Duke of Edinburgh's Award Scheme by the end of year 11. | EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation | 1,5 |
| Support the entitlement of PP students to access trips and activities | EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation | 1,2,3,4,5 |
| Support families with uniform costs and stationery | | 5 |

Total budgeted cost: £ 260,000.00 with a contingency of £30,000 to allow for additional spend to support PP strategy as opportunities permit

Part B: Review of outcomes in the previous academic year

Student premium strategy outcomes

This details the impact that our student premium activity had on students in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to **any other student evaluations undertaken during the 2020 to 2021 academic year**, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

If last year marked the end of a previous student premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

A number of our planned strategies were not fully implemented due to COVID-19 restrictions and partial college closures. Our resources were diverted to support acute and unplanned need arising from the pandemic.

Although national assessments were cancelled in 2020/21, our school assessments demonstrated that disadvantaged pupil performance as measured by Progress 8 on the FFT aspire platform had improved by 17.2%. Attendance of our disadvantaged students across the academic year was 92.7% and we are confident that this will compare very well against national comparison

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 |
|--|---------------|
| Progress tests in English, Maths and Science | GL Assessment |
| GL reading assessments | GL Assessment |
| Tassomai Online revision | Tassomai |

Service student 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 student premium allocation last academic year? | n/a |
| What was the impact of that spending on service student premium eligible students? | n/a |

Further information

As a member of CMAT Ely College and Bishop Laney Sixth Form closely follows the [‘CMAT Statement of Principals’](#) and subscribe to the [‘CMAT Student Premium Charter’](#). Many of the strategies within this charter are outlined in the strategies for improvement above.

The CMAT PP Charter sets out a series of minimum expectations and actions required to ensure the academic, cultural and experiences gap between students who are disadvantaged and their peers narrows in all its schools.

The [CMAT PP Charter](#) is the minimum guarantee to all students in receipt of Student Premium funding who attended a CMAT school.