

Pupil premium strategy statement: Ely College

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 pupils in school	1643
Proportion (%) of pupil premium eligible pupils	256
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024–2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Simon Warburton Principal
Pupil premium lead	Dr KJ Norton-Berry, Assistant Principal
Governor / Trustee lead	Mrs E Every

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 270,245
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£ 270,245

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, achieve high attainment across the curriculum, and experience a broad range of arts and cultural enrichment during their time at the college.

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 range 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 pupils.

Challenge number	Detail of challenge
1	<p>Low prior attainment from primary school</p> <p>In the current year 8, out of 265 students with prior data</p> <ul style="list-style-type: none"> • 21% of students did not reach the expected standard in reading • 23% of students did not reach the expected standard in maths • 15.8% did not reach the expected standard in both reading and maths <p>In the current year 7, out of 256 students with prior data</p> <ul style="list-style-type: none"> • 21.8% of students did not reach the expected standard in reading • 22.6% of students did not reach the expected standard in maths • 14.4% did not reach the expected standard in both reading and maths
2	<p>Attendance and punctuality</p> <p>In the last academic year of 2024 to 2025 the college had an attendance % of 92.2% for the full cohort (national 91.3%) and FSM6 attendance was 86.7% (national 86.2%)</p> <p>The attendance data for the current year 7, when they were in year 6 and moving from primary to secondary was 95% attendance with 1.1% unauthorised absence and 3.9% authorised.</p> <p>Of the 58 PP students in year 7 this year, the average absence % was 6.2% with 1 student classed as SA and 8 students classed as PA.</p>
3	<p>Homework completion</p> <p>We have started tracking homework completion in a slightly different way this year as part of our move to Bromcom. Our perception is that homework completion differs between PP and non-PP students. Data for the first autumn half term or 2025-2026 supports this.</p> <p>Overall, there are 2.41 events of homework incompleteness from all students in the college, compared to 6.13 events per student in receipt of PP. This group of students has the highest non completion of homework than any other demographic group in the college.</p>
4	Behaviour and praise

	<p>Last year we saw an imbalance in the issuing of house points in recognition of excellent work and effort from students across the cohort compared to students in receipt of the PP funding.</p> <p>The average number of house points issued last year was 46.2 per pupil per year for the whole non-PP cohort, compared to an average of 41.5 per pupil per year from the PP cohort.</p> <p>Conversely the number of behaviour points averaged 10.5 per pupil per year from the PP cohort and 2.35 per pupil per year from the non-PP cohort.</p>
5	<p>Trips, visits and experiences – students in receipt of PP can be at a disadvantage for trips, visits and cultural capital experiences compared to 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
All PP students will make academic progress in line with their peers (Eng/Maths 4+ and 5+)	<p>In the absence of Progress 8 data this year we will focus on reducing the gap between Attainment 8 score and the % of students reaching a standard (4+) pass in English and Maths and students reaching a strong pass (5+) in English and Maths.</p> <p>Whole cohort 4+ Eng and Maths 73%</p> <p>PP cohort 53% (gap 20%)</p> <p>Whole cohort 5+ Eng and Maths 53%</p> <p>PP cohort 31% (gap 22%)</p> <p>Attainment 8 whole cohort 49.57</p> <p>PP cohort 37.66 (gap 11.91)</p> <p>Within the year 2025–2026 we will aim to narrow the gap between PP and non PP students to less than 15% for this academic year and more for the academic year for 2026–2027.</p>
All PP students will take part in activities which broaden student outlook and perspectives.	<ul style="list-style-type: none"> • All PP students to attain the Meridian Bronze PLEDGE • All PP Students to attend at least three off site visits during KS3 • All PP students to complete two of the four sections of the DoE award by end of year 11.

Improved engagement and completion of homework	<p>Gap between PP and non-PP homework completion is greatly reduced with a 40% reduction in the issuing of non completion points for homework over the academic year 2025-2026.</p> <p>Elements of support such as clarity on homework setting, duration of tasks, and homework support club show impact in improving PP homework completion.</p>
Students in receipt of PP funding will have improved attendance rates for the academic year 2025-26 compared to last year. Where improvements have not been possible, we are able to demonstrate what support, and intervention has been in place.	Attendance data for all PP students will exceed 89.3% for the academic year which is in line with the Attendance Baseline Improvement Expectation (ABIE) provided by the DfE in this year's school attendance similar schools report.
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>Staff successfully employing teaching strategies which foster independent learning</p> <p>PP student's access to a suitable device that can be used in the home to support independent learning</p> <p>The individualised needs of PP students are known and acted upon to support achievement and wider pastoral care</p> <p>PP student's participation in extracurricular opportunities, including access to residential trips</p> <p>PP participation in whole school initiatives such as wider reading schemes and dedicated home school projects</p>
All PP students will be prioritised in CEIAG. (Careers Education Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning.	<p>Fully participating in school's KS3 career's programme delivered through PSHCE lessons</p> <p>Having at least two independent careers interviews at KS4 and 1 in KS3</p> <p>Being mentored by a specialist/business coach during KS4</p> <p>Completing an aspirational work experience programme at KS4.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 175,000

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)	1,2,3,4
20% contribution to total staffing of TA hours	TA interventions Teaching Assistant Interventions (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
Reading intervention – bespoke internal programme aimed at improving reading and disciplinary literacy	Reading Comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,3

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

Budgeted cost: £ 45,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure each PP student receives at least 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	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 I Toolkit Strand I EEF	2,3,4
40% contribution to costs of college counsellor		1,5,6

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast trial	EEF does not currently provide a detailed impact study for breakfast clubs but is leading a research project on a specific format called the Magic Breakfast Programme	2,5
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 Meridian 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	1,2,3,4,5,6

	EEF Teaching and Learning tool kit: Sports participation	
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: £ 270,245

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact our Pupil Premium activities had on pupils for the 2024-25 academic year against external and internal metrics.

This data reveals a mixed picture for disadvantaged students at Ely College, with some encouraging signs alongside areas requiring attention.

Strengths:

The most significant positive finding is in **English and Maths basics at grade 4+**, where disadvantaged students achieve 46.2% compared to the national disadvantaged average of 43.6% – a notable 2.6 percentage point advantage. This suggests the school is successfully supporting more disadvantaged students to achieve foundation-level passes in these critical subjects.

Areas of Concern:

However, at the **higher grade 5+ threshold**, disadvantaged outcomes exactly match the national average (25.6%), indicating the school isn't yet managing to push more disadvantaged students into strong passes compared to similar students nationally.

The **EBacc and Open elements** present particular challenges. Disadvantaged students score 9.7 in both components, falling slightly below national disadvantaged averages (10.0 and 10.3 respectively). This suggests these students may be accessing fewer EBacc subjects or achieving less well in them, and potentially underperforming in their optional subjects.

When we compare our outcomes for disadvantaged students against national figures, we see that for the overall Attainment 8 figure and the percentage of students achieving 5 or above in both English and Maths we are in line with national figures. As a school we had 36.3% of students entering the EBACC and 23.1% for disadvantaged students which is a decrease from last year.

Attendance

	Ely College Disadvantaged (whole year)	National FSM (Autumn/Spring)
--	--	---------------------------------

Attendance %	86.39	89.85
--------------	-------	-------

Attendance for disadvantaged students is lower than the national figure although the data set for National only covers the Autumn and Spring term.

PLEDGES

Meridian has a Pupil Premium charter where one of the key performance indicators is the completion rate of our internal awards system, PLEDGES, where Bronze has been gained by the end of Year 8 and Silver by the end of Year 10. Completion rates have very little difference between Pupil Premium students and non-Pupil Premium. For the Bronze award 97% of PP (compared to 97% of non PP) have been awarded it and for Silver the completion rate is 63% (compared to 66%).

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Progress tests in English, Maths and Science	GL Assessment
GL reading assessments	GL Assessment
Tassomai Online revision	Tassomai
Vocabulary Enhancement	Bedrock
Sparx Maths	Sparx

Further information (optional)

As a member of the Meridian Trust, Ely College and Bishop Laney Sixth Form closely follows the [‘Meridian Trust Statement of Principles’](#) and subscribe to the [‘Meridian Trust Pupil Premium Charter’](#).

Many of the strategies within this charter are outlined in the strategies for improvement above. The Meridian Trust Pupil Premium 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 Meridian Trust Pupil Premium Charter is the minimum guarantee to all students in receipt of Student Premium funding who attended a Meridian Trust school.