

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Ethos College
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	55 (28 out of 51 pupils are eligible for pupil premium funding. As many of pupils are dual registered with mainstream schools, the funding is not allocated to us. The funding is based on 10 out of 51 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	1
Date this statement was published	11/09/22
Date on which it will be reviewed	01/09/23
Statement authorised by	Rebecca Smith Headteacher
Pupil premium lead	Mandeep Little Deputy Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9850
Recovery premium funding allocation this academic year	£9384
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£19234

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide a personalised knowledge base to allow all pupils to access further education and employment, irrespective of their ability or background, by improving academic outcomes and showing pupils the possibilities in a world where it is not obvious, by giving them access to high quality education and challenging poverty to aspiration.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are CLA or have more complex learning needs, identified in their EHCPs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We will use Boxall Profiling to identify the specific needs of pupils and then plan highly effective research-based interventions to improve SEMH progress.

High quality teaching and learning 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 attainment gap and at the same time will benefit non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support, through the use of school led funding to provide 1:1 academic support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to personal challenges and individual needs, rooted in robust diagnostic and developmental 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 are challenged in the work that they are set*
- *Act early to intervene at the point at which 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	The vast majority of disadvantaged children enter the academy with attainment levels that are significantly below their peers nationally and in many cases well below age related expectations, due to their complex learning needs identified in My Support Plans and EHCPs.
2	The long term impact of extended period of lockdown and remote learning meant that some disadvantaged children are at greater risk of not achieving what they are capable of. Robust targeted support in every lesson, through quality first teaching, including; retrieval practice strategies, literacy strategies, effective questioning, high levels of stretch and challenge, rigorous and robust assessments and accurate honest feedback on their work, will enable them to diminish the differences and accelerate their progress in line with their non-disadvantaged peers.
3	A number of disadvantaged children have a range of existing gaps in their knowledge and skills, due to poor attendance and SEMH needs.
4	The vast majority of pupil premium children face significant obstacles to their individual learning based on their ability to communicate, social emotional and mental health needs and their ability to interact with others as identified through Boxall Profiling.
5	Independence, confidence, self-esteem, resilience, problem solving and life skills need support, to enable the children to access their environment and community to raise aspirations and maximise life chances.

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
To secure increased outcomes for disadvantaged children through quality first teaching and subject specific targeted interventions to accelerate progress and plug gaps in learning.	<p>Improvement in all key performance indicators. Data analysis will be carried out three times a year to show progress made in terms of achievement and attainment.</p> <p>Disadvantaged children achieve aspirational targets set in all academic subjects.</p>

<p>To increase SEMH progress for disadvantaged children through highly effective, research based and targeted SEMH interventions identified through Boxall Profiling.</p>	<p>Improvement in Boxall diagnostic and developmental scores for all disadvantaged children from October 21, to Spring and Summer 22.</p> <p>Personalised intervention plans for individual pupils to include SMART targets linked to Boxall strands and evaluations.</p> <p>Reduction in the number of negative incidents that disadvantaged children are involved in. (CPOMS data).</p>
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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: £ [500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure quality first teaching effectively supports the needs of disadvantaged pupils in all lessons.</p> <ul style="list-style-type: none"> Develop teaching staff to become SEMH specialists by providing CPD to incorporate EHCP, MSP and Boxall targets into lesson planning and delivery Provide CPD on assessment, retrieval practice, literacy strategies, assessment, questioning, differentiation, feedback and other pedagogical strategies. Evaluate impact through the QA cycle and deep dives 	<p>EEF research has shown that 'students eligible for the pupil premium are more likely to be low attaining than other children'. However, in the EEF teaching and learning toolkit, based on extensive evidence, identifies small group tuition is a highly effective strategy in accelerating progress and closing learning gaps. (+4 months impact)</p> <p>EEF research has shown that targeted interventions, which are carefully pitched, and provide adequate levels of challenge, support individual pupils to close any learning gaps and are associated with successful outcomes.</p> <p>'Meeting individual learning needs of disadvantaged students improves student progress.' (DfE 2015)</p>	1, 2 and 3

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

Budgeted cost: £ [2000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a blend of 1:1 tuition, mentoring and	1:1 tuition targeted at specific needs and knowledge gaps can be an effective	1, 2 and 3

school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	method to support low attaining pupils or those falling behind. (+5 months impact) 'One to one tuition EEF' (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [16734]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of SEMH interventions to support pupils with the largest SEMH deficits to diminish the differences between pupil premium and non-pupil premium <ul style="list-style-type: none"> This includes recruitment and training of an intervention instructor, the use of highly effective research-based practices to help address the SEMH deficits and creating and implementing personalised plans to improve wellbeing and confidence. 	EEF social and emotional learning suggests that improving social interaction has an average impact of +6 months, interventions to improve personal outcomes have a +5 months impact and interventions to prevent problematic behaviours have a +5 months impact.	3, 4 and 5
Build emotional resilience and self esteem by providing music therapy sessions both 1:1 and in small group	EEF social and emotional learning suggests that interventions to improve personal outcomes have a +5 months impact	3, 4, and 5

Total budgeted cost: £ [19234]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Outcomes:

20.5% of pupils achieved 5 or more GCSEs, grades 9-4 including English and Maths

25% of pupils achieved 5 or more GCSEs grades 9-4

47.4% of pupils achieved a grade 4 or above in English

42.1% of pupils achieved a grade 4 or above in Maths

Impact of targeted academic support

87% of pupils improved in the subject they had tutoring in by 1 grade

40% of pupils improved in the subject they had tutoring in by 2 grades

20% of pupils improved in the subject they had tutoring in by 3 grades

67% of pupils that received tutoring converted grades into a grade 4 or above.

Impact of wider strategies

Using Boxall and behaviour data, 8 pupils were identified as having the most significant SEMH deficits and displayed the most complex and challenging behaviours. These pupils receive a bespoke programme of intervention, based on their SEMH areas of needs, using Boxall strands Q – Z.

The table below shows the total number of negative behaviours for the whole cohort, and further breaks down data for the 8 identified pupils, by Boxall strand.

Autumn term

Number of negative behaviour incidents indicating an SEMH need	346 This number is the total number of incidents. Within one incident, several Boxall strands may be seen
Number of negative behaviour incidents displayed by the 8 identified intervention students	346 / 241 70% of incidents

Spring Term

Total Cohort: Number of negative behaviour incidents indicating an SEMH need	412 This number is the total number of incidents. Within one incident, several Boxall strands may be seen
Number of negative behaviour incidents displayed by the 7 identified intervention students	412 / 172 42%

Summer term

Total Cohort: Number of negative behaviour incidents indicating an SEMH need	162 This number is the total number of incidents. Within one incident, several Boxall strands may be seen
Number of negative behaviour incidents displayed by the 5 (reduced from the previous 7 as, one student went back to mainstream school and the other one went to an alternative provider) identified intervention students	162/67 41%

Negative Behaviours (SEMH Need)

The table below shows the number of negative behaviour incidents, broken down by pupil, for the 8 identified pupils.

Student	Autumn	Spring	Difference	Summer	Difference
1	39	39	0	12	+27
2	49	12	+37	No longer on roll	No longer on roll
3	31	20	+11	No longer on roll	No longer on roll
4	34	14	+20	21	-7
5	41	No longer on roll			
6	23	28	-5	6	+22
7	41	40	+1	19	+21
8	24	19	+5	9	+10
Total	282	172	69 (for 7 pupils)	67	73 (for 5 pupils)

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

Service pupil 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 pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.