# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Ethos College |
| Number of pupils in school | 70 |
| Proportion (%) of pupil premium eligible pupils | 19 (29 out of 70 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 19 out of 70 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 1 |
| Date this statement was published | 11/09/23 |
| Date on which it will be reviewed | 01/09/24 |
| Statement authorised by | Rebecca Smith  Headteacher |
| Pupil premium lead | Mandeep Little  Deputy Headteacher |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £13455 |
| Recovery premium funding allocation this academic year | £12696 |
| 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 | £26151 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *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 My Support Plan’s and 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.

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| 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 the pandemic 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; cognitive science and metacognition pedagogical approaches, 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.

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| 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. | 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.  Disadvantaged children achieve aspirational targets set in all academic subjects. |
| To increase SEMH progress for disadvantaged children through a range of activities to build cultural capital, improve social interactions and personal outcomes | Improvement in Boxall diagnostic and developmental scores for all disadvantaged children from October 23, to Spring and Summer 24.  Personalised intervention plans for individual pupils to include SMART targets linked to Boxall strands and evaluations. |

## 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: £2000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensure quality first teaching effectively supports the needs of disadvantaged pupils in all lessons.   * Develop research based practice in cognitive science and metacognition to enable pupils to think about their own learning * Provide CPD on areas of cognitive science and metacognition * Provide CPD on the use of high quality verbal feedback * Provide CPD and implement a range of reading comprehension strategies across the curriculum * Evaluate impact through the QA cycle and deep dives | EEF research has shown that ‘students eligible for the pupil premium are more likely to be low attaining than other children’. However, 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)  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.  EEF research shows that approaches in metacognition is a highly effective strategy to improve pupil outcomes (+7 months impact)  EEF research shows that studies of verbal feedback show high impacts on improving pupil outcomes (+5 months)  ‘Meeting individual learning needs of disadvantaged students improves student progress.’ (DfE 2015) | 1, 2 and 3 |

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

Budgeted cost: £2500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide a blend of 1:1 tuition, mentoring and 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. | 1:1 tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. (+5 months impact)  ‘One to one tuition EEF’ (educationendowmentfoundation.org.uk) | 1, 2 and 3 |

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

Budgeted cost: £*21651*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Encourage pupils to take part in extra-curricular activities (sports, outdoor activities, arts, culture and trips)   * Plan a range of after school trips and offer to pupils to build cultural capital * Break down barriers by providing solutions to transport * Track attendance * Cross reference engagement with academic outcomes | EEF research shows that extracurricular activities have an impact of +3 months additional progress in an academic year | 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 |
| Adoption of SEMH interventions to support pupils with the largest SEMH deficits to diminish the differences between pupil premium and non-pupil premium  Counsellor (one day per week) | 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.  DfE data and research shows children with mental health difficulties are less likely to attend school regularly, and are more likely to feel unsafe. Given our cohort, it makes sense to attribute a significant spend to the more complex needs of a small group of individuals, on a rolling cycle across the year. | 3, 4 and 5 |
| Musica – personalised 1:1 instrument tuition. | EEF social and emotional learning suggests that interventions to improve personal outcomes have a +5 months impact. A number of our pupils aspire to study music based courses post 16. | 3, 4 and 5 |

**Total budgeted cost: £** *26151*

# 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.

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| **Outcomes:**  9.7% of pupils achieved 5 or more GCSEs, grades 9-4 including English and Maths  16.1% of pupils achieved 5 or more GCSEs grades 9-4  32.3% of pupils achieved a grade 4 or above in English  22.6% of pupils achieved a grade 4 or above in Maths  16.1% of pupils achieved a grade 4 or above in English and Maths  **Impact of targeted academic support**  100% of pupils improved in the subject they had tutoring in by 1 sublevel  43% of pupils improved in the subject they had tutoring in by 2 sublevels  86% of pupils achieved their target grade  71% 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**   |  |  | | --- | --- | |  | Total | | Total Cohort: Number of negative behaviour incidents | 726  This number is the total number of incidents. Within one incident, several behaviour strands may be seen | | Number of negative behaviour incidents displayed by the 8 identified intervention students | Number of incidents 337  % of incidents 46% |   **Spring term**   |  |  | | --- | --- | |  | Total | | Total Cohort: Number of negative behaviour incidents | 460  This number is the total number of incidents. Within one incident, several behaviour strands may be seen | | Number of negative behaviour incidents displayed by the 8 identified intervention students | Number of incidents 165  % of incidents 36% |   **Summer term**   |  |  | | --- | --- | |  | Total | | Total Cohort: Number of negative behaviour incidents | 328  This number is the total number of incidents. Within one incident, several behaviour strands may be seen | | Number of negative behaviour incidents displayed by the 8 identified intervention students | Number of incidents 126  % of incidents 38% |   **Negative Behaviours**  The table below shows the number of negative behaviour incidents, broken down by pupil, for the 8 identified pupils.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Student | Autumn | Spring | Summer | Difference | | 1 | 59 | 45 | 19 | -40 | | 2 | 54 | 26 | 23 | -31 | | 3 | 43 | 29 | 21 | -22 | | 4 | 40 | 10 | 11 | -29 | | 5 | 33 | 17 | 11 | -22 | | 6 | 34 | 2 | 14 | -20 | | 7 | 49 | 25 | 20 | -29 | | 8 | 25 | 11 | 7 | -21 | | Total | 337 | 165 | 126 | -211 | |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| 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)

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| *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.* |