

# Pupil premium strategy statement

## Ebbsfleet Academy

### School overview

Detail	Data
School name	Ebbsfleet Academy
Number of pupils in school	680
Proportion (%) of pupil premium eligible pupils	220 – 32%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Gurjit Kaur Shergill Principal
Pupil Premium lead	Gurjit Kaur Shergill Principal
Governor lead	Sukaina Sesay

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,073
Recovery premium funding allocation this academic year	£26,408
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£226,481

# 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.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 are challenged in the work that they're set
- 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

Challenge number	Detail of challenge
1	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. This gap remains steady during pupils' time at our school.
2	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. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in the core subjects.
3	Our observations suggest many lower attaining disadvantaged pupils lack self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly English, maths and science.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. During the pandemic, teacher referrals for support markedly increased.
5	Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 4% - 7% lower than for non-disadvantaged pupils. Average 36% of disadvantaged pupils have been 'persistently absent' compared 16% of their peers during that period from 2017-2021. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## Intended outcomes

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on the core subjects.	By the end of our current plan in 2022, we intend to narrow the gap between non-disadvantaged and disadvantaged pupils. 2020/21 KS4 outcomes demonstrated that disadvantaged pupils achieve: <ul style="list-style-type: none"> <li>▪ an average Attainment 8 score of 38.63 (a gap of 7.14)</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by home learning completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from demonstrated by: <ul style="list-style-type: none"> <li>▪ qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>▪ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>▪ the overall absence rate for all pupils being no less than 91.6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced to 5%.</li> <li>▪ the percentage of all pupils who are persistently absent being below 30% and the figure among disadvantaged pupils being no more than 15% lower than their peers.</li> </ul>

## Activity in this academic year

### Teaching

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised assessments. Training will be provided for staff to ensure assessments are interpreted correctly and data is used appropriately.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	<p>1, 2</p>
<p>Developing self-regulation skills in all pupils. This will involve ongoing teacher training and support from the on-site Place2Be provision.</p>	<p>Teaching self-regulation strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment.</p>	<p>3, 4,</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches. To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models.</p>	<p>2, 3, 4,</p>
<p>Improve the quality of teaching in all subjects, especially in English, maths and Science.</p>	<p>To teach the core subjects well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models. They also need to plan for writing stamina and retention and retrieval.</p>	<p>1, 2, 3, 4,</p>

Improving literacy in all subject areas in line with recommendations in the EEF guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.	1, 2, 3, 4,
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## Targeted academic support

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of 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.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.	1, 2, 3, 4, 5,

## Wider strategies

Budgeted cost: £66,481

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with our local behaviour hub and teacher release time.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression.	3, 4, 5,
Embedding principles of	The DfE guidance has been informed by	5,

<p>good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance officers will be appointed to improve attendance.</p>	<p>engagement with schools that have significantly reduced persistent absence levels.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1, 2, 3, 4, 5,</p>

**Total budgeted cost: £226,481**

## Part B: Review of outcomes in the previous academic year (2020-2021)

### Pupil premium strategy outcomes

Aim	Outcome
<p>Increase attendance among PP students and reduce the number of persistent absences. To further improve attendance so that it is broadly in line with the national average for non-PP students.</p>	<p>Achieved – Attendance of PP students increased by 4.8% Achieved - Attendance of PP students was 86.4%.</p>
<p>Improve levels of attainment for PP students in KS4, reducing the gap in attainment between PP and non-PP students.</p>	<p>Partially achieved - levels of attainment remained the same for PP students. However, the gap between PP and non-PP was reduced by 2.8%.</p>
<p>Ensure all students have a reading age in line with their chronological age using the scaled score.</p>	<p>Partially achieved - Both PP and non-PP students in KS3 have made improvements with regards to reading ages. This improvement has been more significant with our non-PP students (5% overall compared to 1% for PP students). Whilst only 1% of PP students appear to have improved their reading age, 33 students had an increase in their reading ages.</p>
<p>Increase and sustain the rate of progress in KS3 English, maths and science.</p>	<p>Partially achieved – Year 7 has sustained or increased within maths and science. Year 8 has increased within English and science.</p>
<p>Improve engagement among difficult to reach students.</p>	<p>Achieved – students within Lighthouse have improved attendance and integrated into mainstream lessons or alternative provision. All students were provided with technology/internet access during lockdown.</p>



## Part C: Review of outcomes this academic year (2021-2022)

### Pupil premium strategy outcomes

Our external assessments during 2021/22 suggested that the performance of disadvantaged pupils was in line with that from 2019.

Our assessment and reflections of the reasons for these outcomes points primarily to the Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online live teaching and high quality resourcing.

Although overall attendance in 2021/22 was lower than in the preceding years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was in line with national averages. However, attendance is a focus of our current action plan for 2022/23.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Our pupil premium strategy is constantly under review and there is an ethos of continuous improvement. The school's strategy is revisited and reviewed throughout the academic year. Aspects of the strategy which do not work are removed and successful strategies are developed further.

## Further information (optional)

The following are also provided to enhance the experience of disadvantaged students at the Academy:

- Provision of free lunches to students qualifying for free school meals
- Provision of discretionary bursary payments to sixth form students on free school meals
- Paying the full cost of trips and activities for students on free school meals/ pupil premium.
- Provision of uniforms, shoes etc. for students on free school meals
  - Access to a broad range of after school activities which broaden the curriculum offered to disadvantaged students.
- Access to high quality counselling and mental health provision through Place2Be.
- Access to Chromebooks and high quality revision materials free of charge.