

Pupil premium strategy statement – Ebbsfleet Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	839
Proportion (%) of pupil premium eligible pupils	36.9%
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)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Gurjit Kaur Shergill
Pupil premium lead	Hugh Macdonald
Governor lead	Sukaina Sesay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275,100
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£275,100

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 from their starting points and achieve high attainment across the curriculum, particularly in EBacc subjects, and that the gap between pupil premium students (PP) and non-pupil premium students (NPP) is closed. 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.

The DFE 2023 Performance Tables examinations demonstrated a clear gap between the achievement of PP and NPP pupils, where PP students achieved a progress 8 score of -0.85 and NPP was 0.30. Furthermore, there was significant variation between the Attainment 8 for NPP (48.66) and PP (29.95) pupils. It is accepted that there is a continued need to narrow this gap and raise the performance of outcomes for both PP and NPP pupils. Initial figures for 2024 examinations suggest a significant narrowing of the gap between PP and NPP outcomes in terms of P8 and A8, with P8 for PP (-0.47) and NPP (0.07) narrowing by 0.61 compared to 2023 outcomes and A8 for PP (39.3) and NPP (46.98) narrowing by 11.03 from 2023 data.

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. The focus on teaching aligns with the tiered approach and guidance provided by the DFE (2022a) and EEF (2022a). A number of strategies have been implemented, which can be seen in this document. The strategy focuses on long term progress alongside immediate improvement.

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

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

Challenge number	Detail of challenge
1. A variation in the attainment and progress of NPP and PP pupils	To achieve equality in terms of progress for both disadvantaged and non-disadvantaged pupils. Having completed a number of assessments and observations it is apparent that PP pupils have lower levels of literacy compared to their non-disadvantaged peers. In practical terms without narrowing the gap between pupils the rate of progress remains lower for PP pupils.
2. To help develop the self-regulation strategies of pupils	To ensure that all disadvantaged pupils receive high quality teaching and learning. It was previously observed that many of the lower attaining disadvantaged pupils lack self-regulation strategies when faced with difficult tasks. This still remains a key priority for all subjects to embed the opportunity for students to become more innately disciplined showing resilience and task completion particularly in reference to extended writing.
3. The number of post-16 students completing level 3 studies	To increase the percentage of disadvantaged pupils who continue with post-16 study. It is vital the pupils maintain levels of academic curiosity and realise the opportunities available to them at KS5. By offering a broad options choice at KS5 it is expected that the number of pupils that continue to study at the Academy after completion of their GCSE will increase.
4. Ensure the Wellbeing/Pastoral support of all pupils	To remove the barriers faced by disadvantaged pupils through a two tiered approach of targeted academic support and then wider support (EEF, 2022). As is clear with the national studies PP pupils face greater challenges in their educational journey. The impact of COVID on pupils is still present, particularly disadvantaged pupils. Through our continued discussions with parents and pupils, observations and internal assessment have identified that a number of pupils have social and emotional issues anxiety, depression (diagnosed by medical professionals) and low

	<p>self-esteem. These barriers are significant and if not managed very carefully influence the outcomes for pupils.</p> <p>The use of chromebooks has helped with minimising the digital divide between disadvantaged and non-disadvantaged pupils. It is now the ambition of the leaders to help develop the digital literacy of parents who will then be able to support and monitor pupils' out of school work and revision.</p>
5. Improve the attendance of pupils to above the national average	<p>Develop the attendance of disadvantaged pupils so that it is equal to that of non-disadvantaged pupils. In 2021-2022 non-PP attendance was c.93% compared to c. 85% for PP pupils. This difference demonstrates a challenge in terms of attainment due to the strong correlation between positive outcomes and high levels of attendance and punctuality.</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
To improve outcomes for PP pupils	<ul style="list-style-type: none"> ● Improved performance in externally measured assessment and examinations ● Decrease in the internal gap between PP and Non-PP pupils with the academy
Improve the literacy of all pupils across the school and lower the variation in terms of reading ages between PP and NPP	<ul style="list-style-type: none"> ● To narrow the gap in reading ages of PP KS3 pupils by the end of the year ● Improve the performance in English at GCSE ● Increase the use of the academy library
Develop targeted academic support for PP pupils	<ul style="list-style-type: none"> ● Standing agenda point for middle leaders ● CPD on how to target PP pupils ● Data meetings within departments and also from SLT where PP outcomes are compared with NPP

<p>Improve the quality of teaching and learning</p>	<ul style="list-style-type: none"> ● Continued effective CPD delivery to all teaching staff ● Improved external outcomes for PP students
<p>To achieve and sustain improved attendance for all pupils, particularly our PP pupils.</p>	<ul style="list-style-type: none"> ● Narrow the gap between non-PP and PP attendance. ● Improved PP attendance statistics for all year groups ● Decrease in the number of persistent absence pupils in line with national average ● Reduced suspension for PP students
<p>Increase the number of students accessing Level 3 studies/apprenticeships of PP students</p>	<ul style="list-style-type: none"> ● Greater opportunities for transition classes for KS4 pupils ● Increased numbers of applications made to Level 3 KS5 study from Year 11 pupils
<p>To achieve and sustain improved wellbeing for all pupils, including those who are PP.</p>	<ul style="list-style-type: none"> ● Continue to support pupils through the use of the Endeavour programme ● Lower the number of absences for PP students ● Increase student satisfaction through assessment of student voice and student feedback ● Help to educate parents on how they can support pupils to improve wellbeing and mental health ● Ensure the PSHE and tutor programme gives time to this important area

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: £150,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expansion of the Senior Leadership Team.	As attendance and inclusion are core priorities for the Academy it was viewed that by expanding the SLT the impact of middle leaders and teachers within these core areas will be more impactful. Having additional capacity and strategic leadership enhances the provision and support offered to pupils.	1,2,3,4,5
Recruitment of Lead Practitioners and Directors of Learning and support staff.	The impact of excellent teaching on student outcomes is clearly established. Where possible the Academy has sought to improve the staffing available in core subjects to help improve outcomes of PP students. At the same time the additional recruitment of Lead Practitioners has allowed for the adoption of coaching and mentoring for teachers who required additional support with their practice.	1, 2, 3, 4, 5
CPD programme for all teachers.	CPD has a positive impact on the outcomes of pupils. In adopting a research-informed approach the Academy is fostering the benefits of forming a Professional Learning Community with shared vision and aims in developing pupils' outcomes.	1, 2, 3, 4, 5

Purchase of standardised assessments. Training will be provided for staff to ensure assessments are interpreted correctly and data is used appropriately.	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.	1, 2, 4, 5
Implementation of the small school model.	The small school model allows for more bespoke support for students, both pastorally and academically. The LAT small-school model will ensure this.	1, 2, 3, 4, 5
Expansion of the attendance team.	Expanded number of staff in the attendance team will allow the robust attendance plans to be implemented thoroughly, including support from Pastoral Leaders.	4, 5
Philosophy for Children (P4C) strategy	The Academy will invest in training for staff to deliver P4C and then implement a whole-school strategy based on this. This will support our learners with their oracy, reading and reasoning skills. Evidence suggests that a clear P4C strategy can lead to increased student progress (EEF, 2021).	1, 2

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Endeavour Programme	It is widely acknowledged that all students require targeted support particularly those who are disadvantaged. The smaller targeted	1, 2, 3, 4, 5

	groups and methods despite having a higher cost per pupil are necessary to help these pupils improve.	
Digital programmes to support online learning	The need for digital technology is vital for minimising the impact of existing inequalities between pupils. Without narrowing the digital gap the inequality between PP and NPP will only increase (Brossard et al., 2021). The digital programmes also help to minimise the barriers associated with having engaged parents who are able to support on a regular basis. The online platforms help to support all pupils irrespective of parental income providing structure and approaches to help students learn. This includes Bedrock, Sparx Maths, Sparx Reader, Tassomai and Language Nut.	1, 2, 3
Intervention programmes	The Academy has made the decision to use internal intervention, usually delivered by Directors of Learning and Lead Practitioners. Where appropriate, the Academy also uses external intervention programmes, on a case-by-case basis.	1, 4, 5

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place2Be Words First Morphise	The Place2Be provision which enables the Academy to have an inhouse counsellor. These further interventions allow for	1, 2, 3, 4, 5

	bespoke support for students, with a focus on behaviour and wellbeing.	
Support for extracurricular activities	The importance of access and opportunity to engage with co-curricular programmes is linked to wellbeing and motivation. It is the Academy's aim to ensure that all pupils are able to partake in the clubs offered at the Academy.	1, 2, 4
Contingency fund for acute issues	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.	1, 2, 3, 4, 5
Careers advice provision	The Academy will invest in CXK bespoke Careers advice, so that all Y11 and Y13 students have an advice session. The Academy is also ensuring that the Careers lead is fully trained to provide additional advice. PP students are offered access to follow-up sessions.	1, 2, 3, 4, 5
Additional Pastoral Capacity	The Academy continues to invest in pastoral support by expanding the capacity of the pastoral team, to allow a more proactive response to pastoral support.	1, 2, 3, 4, 5

Total budgeted cost: £275,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Results from 2023 show a gap between the progress and attainment of PP and non-PP students. P8 for PP students was -0.85, but is 0.30 for non-PP students. PP progress is not far from national average (-0.57), and we will continue to close this gap, and also our own PP/NPP gap. A similar trend is shown for A8 figures, with PP A8 being 29.95 and non-PP A8 being 48.66, although this is relative to targets. There is also variation in the % of students achieving 4+ in English and Maths. It is accepted that there is a need to narrow the gap in progress between PP and non-PP students. Projected results for summer 2024 (at 22/09/24) suggest a narrowing of the PP/NPP gap. PP students are projected to make progress of -0.47 compared to progress of 0.07 for NPP students. This is a significant narrowing from the previous year of 0.61. PP progress is above national average. A8 figures are also positive, with PP A8 standing at 39.3 and NPP standing at 46.68. This is a narrowing of 11.03 from the previous academic year.

Internal assessment across key stages shows variation in the progress between PP and NPP across subjects, but there has been progress. We will continue to monitor the data this academic year. We have also seen an increase in the number of lessons identified as high-quality across the academy, which will support the progress in PP data moving forward.

Attendance and behaviour data identifies a gap between PP and NPP students, although we have seen progress in both areas. Attendance of PP students has improved, and we expect this to remain the trend, with the strategies in place. During academic year 2023/24, PP attendance was 88.3% (national average is 88.9%) and NPP was 94.5% (national average for PP and NPP combined was 90.9%). Our NEET figures have fallen significantly, from 26.09% in 2019, to 7.14% in 2022 and to 0.25% in 2023. The engagement of PP students in co-curricular is in line with the NPP, and we are proud of the opportunities that we offer, both in terms of co-curricular clubs and educational visits.

The impact of the COVID pandemic is still seen, particularly in our PP students. We expect to see progress towards all key outcomes in this statement, although accept that there may be areas where progress is stronger than others.

Our pupil premium strategy is constantly under review and there is an ethos of continuous improvement. The academy recognises that with the increases in the numbers of PP students on role, the challenge of increased progress will be equally challenging but essential. The academy strategy is revisited and reviewed throughout the academic year. Aspects that are having a smaller impact are removed, replaced or adapted.

Externally provided programmes

Programme	Provider
Place2be	Place2Be
MyTutor	MyTutor
YouOwnU	You Life Guidance
SALT	Words First
Educational Psychologist	https://creativepsych.co.uk/
CXK Ltd	CXK Ltd Local Kent Directory
The Education People	Kent County Council

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

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 where appropriate.
- 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 Chromebooks and high-quality revision materials free of charge.

References

Brossard, M., Carnelli, M., Chaudron, S., Di-Gioia, R., Dreesen, T., Kardefelt-Winther, D., ... & Yameogo, J. L. (2021). Digital Learning for Every Child: Closing the Gaps for an Inclusive and Prosperous Future. G20 Insights Policy Brief, September.

Department for Education (DFE, 2022a). (2022). *Pupil premium*, GOV.UK. GOV.UK. Available at: <https://www.gov.uk/government/publications/pupil-premium> (Accessed: January 9, 2023).

Education Endowment Foundation (EEF). 2022. Pupil Premium. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf?v=1649418813. Date Accessed 05/12/22

Hattie, J. (2003). Teachers Make a Difference, What is the research evidence?

Detailed outline of further strategies

Curriculum Development

Universal Design for Learning (UDL)

A focus has been the integration of Universal Design for Learning (UDL) to encourage greater autonomy, motivation and freedom for students to choose and take risks in their learning. As the Academy follows the International Baccalaureate Middle Years Programme at KS3, UDL combines well with the learning aims. In making the learning

more tailored to the needs of pupils the gap in attainment between PP and NPP will narrow over the next three years.

Literacy

To close the reading gap the following approach is being followed in each department. NGRT reading tests will be given to pupils at two points in the year (beginning and end of year). This will allow the Academy to measure the impact of the literacy interventions for all pupils. This is particularly significant for PP pupils who have lower average reading ages compared to their non-disadvantaged peers.

Personalised learning based on student needs within the class

Specific phonics training was undertaken for selected SEND and English department staff in July 2022. The training was a response to the 33% and growing numbers of students whose reading ages are two years (2+ years) below their chronological age or EAL DfE category A and B - rendering them not secondary ready or unable to access the curriculum due to language needs. The majority of this cohort of students are PP with some SEND needs. If EAL, some of them are in care after the Ukrainian war with a growing number being from Afghanistan. As a result of the training, we have literacy intervention classes taught by the SENCo, who is an English teacher. The other classes are taught by the Literacy coordinator who is literacy trained, whilst the EAL classes are taught by an MfL teacher (ESOL trained) and supported by the Lead practitioner for English/Literacy.

Within the academy we have our disruption free learning policy which is designed to maximise the learning in each classroom by keeping disruption to a minimum. When teachers are planning lessons they take into account the needs of the class and design their seating plans accordingly with a focus on students who are PP and their position within the class. Any student who is removed from the class for disrupting learning continues to have access to the lesson material and resources via Google Classroom and the use of their chromebook.

Recruitment and retention of staff

The importance of consistent high quality teaching is regarded as one of the most significant factors in pupil attainment (Hattie, 2003). In curriculum areas where there was a need for improvement, Lead Practitioners have been employed. There have also been appointments of new Directors of Learning in Science and MFL. This demonstrates the Academy's commitment to improving and raising the standards of teaching and learning. Furthermore, the expansion of the Senior Leadership Team (SLT) reflects an additional investment in developing the quality of education provided to all pupils. The impact of these additions will be seen in the externally published results but through a narrowing of the gap in attainment between PP and non-PP pupils within each year group.

Professional Development

Disciplinary Literacy has been the focus across the Leigh Academy Trust meaning that all teachers have been given multiple CPD on this priority topic. The sessions are aimed at helping teachers improve their practice through improved pedagogical knowledge and approaches to teaching literacy in all subjects.

Internally, a core focus for staff development has been on the formation of interdisciplinary literacy across the academy where teachers have provided opportunities for students to enhance their language acquisition in subjects through Bedrock at KS3 and academic reading in tutor time. Additionally, the Frayer Model is used in all Year 7 lessons to help improve pupils' understanding of key tier two and three vocabulary; as well as DARTs strategies to support reading in lessons

The importance of effective feedback and marking has been a focus for CPD with teachers aiming for greater consistency in their approach towards marking. When combined with the subject mastery assessments at KS3 this has improved the cycles of learning an assessment across the Academy. Subsequently, it is easier to intervene (both within and outside of the class) in a more targeted manner from earlier in the pupils' development through the school.

The skills and competencies taught in the Middle Year Programme and the sequences of the curriculum at KS3 helps to consider both the local context and cultural capital of the pupils. In following a targeted and specific curriculum the impact from lessons and modules of work will enable pupils to achieve the best possible outcomes each year.

Focus on Technology use in the classroom

All schools within the Leigh Academy Trust provide pupils with a Google Chromebook. This helps to minimise the differences between PP and non-PP pupils in terms of access to technology. It also allows pupils to have access to a wide range of online homework resources such as Sparx Maths, Tassomai and Seneca to help further improve the outcomes of all pupils.

Digital learning has been promoted since April to support all pupils to access the curriculum and build independence. All pupils now make use of electronic resources in lessons alongside ubiquitous use of google classroom.

Staff and pupils have been trained on how to use the Google 'read and write tool' to help support pupils with understanding of key vocabulary. Furthermore this tool also helps to provide additional support for EAL learners and those with lower reading ages.

The purchase of Sparx Maths, Sparx Reader, Language Nut, Bedrock and Tassomi at KS3 is aimed at helping to develop the impact of independent and home learning due to the structure these online programmes provide. Additionally, this helps to minimise

the need for parental support due to the self-guidance and tuition provided by the artificial intelligence within these online platforms.

The second wave of the PPG strategy focuses on:

Interventions

Specific KS3/KS4 EAL interventions run twice weekly by the qualified language teacher who has additional training and certification in ESOL teaching

Small group literacy intervention designed to make accelerated progress with reading ages run in KS3 is run by qualified English teachers.

Numeracy intervention delivered through Sparx Maths.

Tassomai quizzing software runs in KS3 English, Maths and Science and KS4 English, Maths, Science, Geography, History and Computer Science to help accelerate progress.

Speech and language therapist sessions working with students and providing CPD to staff.

Teaching assistant deployment and interventions

- Within class, discreet support to embed strategies and support personalised targets that students are working towards, in line with diagnosis and need.
- One to one and small group tuition, working in conjunction with class teachers, as based on the EEF TA deployment recommendations.
- Morning meet and greets: developing resilience and confidence in students in order to promote a sense of self-worth and confidence.
- Homework support: bi-weekly sessions to support those students who need more bespoke guidance with homework and to reinforce key skills.
- Learning Support Assistants (LSAs) also deploy specific interventions, overseen by the SENCo and SALT.

Interventions

Dyscalculia and Numeracy Intervention: precision teaching based intervention designed to reinforce and over teach core maths skills, which a lack of acquisition of, poses the most significant barrier to progress.

Literacy Intervention: precision teaching based intervention designed to reinforce and over teach core literacy skills, which a lack of acquisition of, poses the most significant barrier to progress.

Phonics Programme: 1:1 and small group sessions to support those students who do not have a sound understanding of phonics upon entering secondary school, or whose barrier is due to EAL.

Fine Motor and Handwriting Intervention: weekly sessions to reinforce the acquisition of bi-lateral movement and refine fine motor skills in order to support handwriting and other associated activities requiring fine motor skills.

Finally the third wave targets the wider needs of pupils through:

Supporting pupils' social, emotional and behavioural needs

The on site Endeavour Programme within this wider approach within the Academy offers:

Lego Therapy: A social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting. [What is LEGO-based therapy? Expert Advice](#)

Talkabout for Teenagers: Group work intervention that offers a hierarchical approach, to assist teaching social and relationship skills specifically to older children and young adults. [Talkabout for Teenagers : Developing Social and Emotional Communication Skills](#)

PEERs Intervention: 14-week evidence-based and parent-assisted social skills intervention for teens and young adults with Autism Spectrum Disorders who are interested in learning ways to help them make and keep friends. [The UCLA PEERs Programme three-day Training Course](#)

Think Good, Feel Good: Cognitive Behaviour Theory (CBT) based intervention programme that focuses on the core principals in a way that is accessible to young people, utilising real life situations. Concepts are introduced to students so they can be applied to their own issues through a series of practical exercises. [Think Good - Feel Good : A Cognitive Behaviour Therapy Workbook for Children and Young People](#)

Art Therapy: A therapeutic approach that can be used to help people improve cognitive and sensory motor function, self-esteem, self awareness, and emotional resilience. It may also aid in resolving conflicts and reduce distress. [Drawing and Talking](#)

External programmes available to pupils include the following:

Place2Be: Mental Health Support (5 days a week) - [Place2Be](#)

Words First: SALT- [Words First](#)

Educational Psychologist:

The Academy has purchased 6 days of educational psychology time through Creative Solutions. The Academy works directly with a designated educational psychologist, Alicja Jedrzejewska. This offers a range of support, from full cognitive assessments, to observations, supervision of the SENCo and surgeries. This allows identification of those students with suspected SEN, as well providing expert advice to ensure strategies and interventions are appropriate.

www.creativepsych.co.uk

Supporting good attendance

Attendance is a core priority and target for this strategy. The expansion of the SLT has allowed for the formation of an Assistant Principal role responsible for the implementation of both inclusion and attendance strategies. The Academy's approach to improve the overall attendance statistics of all pupils is based on a four-tier escalation system. The purpose of the attendance policy is to work collaboratively with parents to improve the attendance of their child. This requires a discovery of the core reasoning for absence alongside the implementation of interventions or reporting systems to help improve the overall attendance figures.

In a practical sense interventions include, and are not limited to:

- Collaboration with shareholders to update and implement the attendance policy
- Relaunch of food banks to support the most in need parents
- Morning home visits for those not attending regularly
- Preemptive calls using the additional capacity in the admin team and pastoral teams
- Parental meetings
- Late detentions run by Attendance Manager. These aim to uncover causes of persistent lateness and add to follow up actions. Automated on Bromcom with the facility to escalate to after school detentions if students do not attend in the first instance
- Rewards systems recognising improved as well as excellent attendance. Linked to and referenced in the Ebbsfleet Rewards Policy
- Day three message to highlight the potential safeguarding follow up

- Tutors provided with scripts around how to facilitate attendance conversations
- Standing agenda item for middle leaders line management
- Daily calls home to discuss via LSA's for SEND students.

Extracurricular activities

We believe in providing additional opportunities outside of our curriculum that will allow students to explore new hobbies, skills and sports. The enrichment programme is updated every two modules. Pupils can attend as many activities as they like each week, and all students are encouraged to attend at least one opportunity.

There are a range of extracurricular opportunities open to pupils, both sporting and non-sporting. At lunchtimes, students are able to play football, basketball, badminton and dodgeball. There is also a Sparx Maths club and Chess club (EA6) which run at lunch times. Sporting opportunities include: football club, basketball club, trampolining, boxing club, rugby club and archery. Non-sporting opportunities include: choir, drama, debating, creative writing, Maths problem solving, dance, DofE and investment. The library is also open every lunchtime and there is a library homework club after school each day.

Pupils can sign up to activities through the student Bromcom system or through the parent MCAS app. This is used to monitor attendance and to support increased engagement from students.

There are also multiple competitive events that take place, including LAT sports events, as well as National archery competitions and sports fixtures against other schools in football and basketball.

Student leadership

There is a school council which is formed of pupils from all year groups, that is representative of the school community. There is one elected member from each tutor group who attends council meetings which provides student voice and shares ideas for improvement from their tutor group. Additionally, there are head students who apply and are elected by the Leadership Team.

Trips and visits

There are a number of day trips and residentials that run, both core curriculum and extra-curricular. PP pupils are supported so that they attend core curriculum trips, and there is support to ensure they can also attend extra-curricular trips. Examples of trips that run include: Geography core curriculum investigations, Barcelona residential, University careers fair, Chatham Dockyard and the Globe Theatre.

Extended school time, including summer schools

Summer School - All incoming Year 7 pupils are invited to participate in our annual Summer School which offers a blend of academic learning and enrichment activities to all of our new Year 7 students. This opportunity is an integral part of our transition package and, in addition, the summer school provides an opportunity for:

- Pupils to recover missed learning and development
- Improving physical and mental health, wellbeing and educational engagement
- Support of disadvantaged and vulnerable pupils
- Aid transition for our new Year 7 students through forging relationships with new teachers and familiarising themselves with their new school.

Half-term Year 11 and Year 13 interventions

The purpose of the programme is to close gaps in knowledge. Further half-term revision programmes will be run during the coming academic year.

Revision Guides

Revision guides have been supplied to PP students in some subjects. After an assessment of the impact of this measure the purchasing of revision guides may be explained to all subjects. All KS4, Looked After Pupils were supplied with revision guides in all of their subjects to support them with their studies.

Breakfast clubs and meal provision

All Free School Meals eligible students are provided with supermarket vouchers to cover the holiday periods as part of the KCC Winter grant scheme. Additionally all free school meals students are sent HAF vouchers. These are vouchers, provided by KCC, cover attendance at the Holiday Activities and Food (HAF) Programme in Kent, which focuses on children's physical health and wellbeing by providing healthy food and exciting activities for children and young people during the school holidays.

Communicating with and supporting parents

As an Academy we are eager to continue to improve the communication between families and staff particularly the families of more disadvantaged pupils where this relationship is crucial for success. We have a policy whereby parental queries are answered within 48 hours but additionally this year we have offered leadership workshop sessions for parents. The workshops cover a range of topics that enable parents to best support their child including, amongst other things, revision approaches and how to support wellbeing and mental health.

Careers and guidance

We work with [CXK Ltd](#) to offer Career Guidance to our Key Stage 4 pupils. Advisers come into Ebbsfleet Academy and run group or 1:1 sessions depending on the needs of pupils. The Academy is also supported by [The Education People](#), their Engagement Officer works 1:1 with pupils who are identified as potential NEET pupils.