

Pupil premium strategy statement – Ercall Wood 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	250
Proportion (%) of pupil premium eligible pupils	26.7%
Academic year/years that our current pupil premium strategy plan covers.	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	N.Murphy (Principal)
Pupil premium leads	S.Orford & F.Keohane
Governor / Trustee lead	D.James (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 255, 560
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 255,560

Part A: Pupil premium strategy plan

Statement of intent

At Ercall Wood Academy, our mission is to provide the highest quality of education for all our students, regardless of their starting point. This ensures that students can be happy, successful and make a positive contribution to our community and future generations through embodying the 'Ercall Way'.

We firmly believe that for our disadvantaged students to thrive, they must achieve at least a grade 4 in their core academic programme, including English and Maths. This equips our students with the best opportunity to progress onto their desired pathway in education, employment, or training; with the majority aiming for level 3 provision.

Our intervention strategy begins early in Year 7 to address and narrow gaps before they widen. We employ formative assessment and feedback to address gaps as they arise in lessons. Prioritising CPD and quality-first teaching allows us to respond effectively to the needs of all students, particularly vulnerable learners. Additionally, summative assessments help us track student progress and implement timely, evidence-based interventions for individuals, small groups, or classes, with a focus on Pupil Premium students. Moreover, staff training ensures these interventions are delivered to a high standard.

Beyond academic support, our Mountain Rescue and pastoral teams address barriers outside of the classroom. This approach enables staff to understand the barriers that individual students face rather than making sweeping assumptions; thus, adapting their teaching accordingly to meet those individual needs.

Furthermore, we aim to develop students holistically through a plethora of enrichment activities. These experiences develop our student's cultural capital and character by providing them with the skills and knowledge to thrive in diverse social and professional environments. By gaining a broader understanding of the world and their place in it, students receive a well-rounded education that extends beyond the classroom, fostering personal growth and preparing them to contribute meaningfully to society. Throughout all these initiatives, our Pupil Premium students remain our top priority, ensuring they receive the support and opportunities necessary to succeed.

Challenges

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

Challenge number	Detail of challenge
1	<i>Lower attainment and progress compared to non-disadvantaged students.</i>
2	<i>Disengagement influenced by lack of aspiration and the perceived lack of value of education.</i>
3	<i>Lower literacy levels upon entry to secondary school impacting progress.</i>
4	<i>Lack of exposure to a range of rich and diverse experiences which have led to a reduced cultural capital.</i>
5	<i>Lower attendance levels for disadvantaged students compared to non-disadvantaged students.</i>
6	<i>Greater risk of ACE's for disadvantaged students and consequently a greater impact on SEMH.</i>

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 attainment for disadvantaged students across the curriculum by the end of KS4.	<ul style="list-style-type: none"> Closing the gap between PP and non-disadvantaged achievement in summative assessments PP students identified and directed to appropriate interventions after each termly data drop to help close any gaps in knowledge.
To improve the learning behaviours of all students, including those who are eligible for PP.	<ul style="list-style-type: none"> Suspension data for PP students to be in line with or lower than that of non-PP students each half term. Merit points each half term to be in line with or higher than those students who are not disadvantaged.
Ensure that all students, including those who are disadvantaged, secure a post-16 destination.	<ul style="list-style-type: none"> All students, including those who are disadvantaged to have secured a place at sixth form, college or an apprenticeship by their summer GCSE exams.

To improve reading ability for all students, including those who are disadvantaged, across KS3.	<ul style="list-style-type: none"> • NGRT reading data shows improved reading scores for all students, including those who are disadvantaged. • Culture walks, staff observations, book looks, and student voice will demonstrate an improved engagement with reading activities.
Improve all students' cultural capital, particularly those who are PP, and encourage students to fully engage in the school's extracurricular offer.	<ul style="list-style-type: none"> • PP students to at least be proportionally represented in the engagement of extracurricular clubs on the enrichment attendance tracker. • PP students are at least proportionally represented for all trip opportunities.
To achieve and sustain improved attendance for all students, including those who are disadvantaged.	<ul style="list-style-type: none"> • Attendance for PP students to be at or above national figures for non-disadvantaged students. • Persistent absence for students who are PP is at or above national figures for non-disadvantaged students
Improved and sustained wellbeing for all students, including those who are disadvantaged.	<ul style="list-style-type: none"> • Student voice, parent voice and teacher observations will highlight sustained high levels of wellbeing. • Data from PASS surveys will show an increase in wellbeing for students across the academic year.
Improved and sustained metacognitive and self-regulatory skills for all students, particularly those who are disadvantaged.	<ul style="list-style-type: none"> • Culture walks, classroom observations and student voice will demonstrate that students (particularly those who are disadvantaged) are participating in metacognitive processes and are able to regulate their learning.

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

Budgeted cost: £ 172,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of a knowledge-rich curriculum for years 7,8 & 9 <ul style="list-style-type: none"> - <i>Subject time</i> - <i>Coaching allocation</i> - <i>Leadership time for culture walks with a focus on implementation of strategies to support vulnerable learners (including those who are PP)</i> 	A range of research that indicates the impact a more knowledge focused curriculum can have on progress. Researchers include: E.D.Hirsch S.Englemann B.Rosenshine	1
Key Stage 4 Tracking <ul style="list-style-type: none"> - <i>Key stage 4 Pupil Progress Coordinator to analyse key stage 4 data and work with Raising Standards Lead to close gaps for PP</i> - <i>Organised key stage 4 intervention with emphasis on PP attendance</i> - <i>Staff prioritise PP books and assessments for marking cycles</i> - <i>Target PP cohort as part of mentoring programme.</i> 	EEF mentoring +2Months EEF Extending school day +3months EEF Homework +5months	1, 2
Emersion Programme <ul style="list-style-type: none"> - <i>CPD with an emphasis on supporting the learning of vulnerable learners</i> - <i>Subject leader time</i> - <i>Line management QA</i> 	EEF Feedback +6 months EEF Metacognition and self regulatory learning +7 months	1
Assistant Principal in charge of ECF <ul style="list-style-type: none"> - <i>CPD for mentors</i> - <i>CPD for ECTs</i> - <i>Monitoring and tracking of ECTs training programme</i> 	Education inspection framework: overview of research	1,2,3,6
Reduced group sizes for lower attaining students <ul style="list-style-type: none"> - <i>Additional teaching group</i> 	EEF Reducing class sizes +2months	1,2
Responding to students needs <ul style="list-style-type: none"> - <i>Strategies to support individual PP students are on seating plans and actioned regularly through out lessons</i> 	DFE SEN support: findings from a qualitative study, 2021 EEF social and emotional learning +4 months EEF behaviour interventions +4 months	1, 2, 3 ,4

<ul style="list-style-type: none"> - <i>Pupil Passports are created and shared with staff for our PP students who have high profile needs</i> 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 39,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic tutors - access provided to tuition through My Tutor and PET-Xi with a focus on PP students attending	EEF one to one /Small group tuition +5/4 months	1, 2, 3
Academy SEMH worker and trust councillor - SEMH lead with a focus on prioritising PP students. - Trust Counsellor with a focus on prioritising PP students - Life Skills curriculum focused on local context relevant matters - Creation of wellbeing ambassadors to promote a wellbeing curriculum in tutor time	EEF Social and emotional learning +4months	5, 6
Targeted support from literacy coordinator in closing gaps reading ages - GL Assessments used to notify Raising Standards Lead and Assistant Principle so that they can plan how to close gaps for PP - Direct instruction - Lexia - Fresh Star Phonics - Form time interventions - Breakfast club interventions with a focus on reading - Regular trips to the library for PP students	EEF reading comprehension strategies +6months	3
Additional interventions to support knowledge gaps from key stage 2. - Homework club - After school interventions which PP student attendance is tracked - Out of term time interventions which PP students are supported with attending	EEF Small group tuition +4months EEF Teaching assistant interventions +4months	1, 2, 5
Stretching our PP HAP students - Apex – Key stage 4 HAP programme - The Brilliant Club Scholars Programme	EEF Small group tuition +4months 32% more students gaining grades 9-5 in English and Maths for those who participated in the scholar programme compared to those who did not despite having the same attainment score in KS2. https://thebrilliantclub.org/the-scholars-programme/for-schools/the-programme/key-stage-3-4/	2

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

Budgeted cost: £ 43, 482

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family liaison Officer</p> <ul style="list-style-type: none"> - <i>Works with vulnerable families, particularly those who are PP</i> - <i>Develops strategies to ensure attendance amongst PP students is high above national average.</i> - <i>Reduce PA amongst PP students.</i> 	<p>The DfE guidance has several examples of engagement programmes with families that have significantly reduced persistent absence levels.</p> <p>EEF parental engagement +4months</p>	5, 6
<p>Contingency fund</p> <ul style="list-style-type: none"> - <i>Help support cost of uniform</i> - <i>Help support cost of key texts and equipment</i> - <i>Transport</i> 	<p>The requirement for all students to wear the academy uniform is to reinforce the academy culture and a sense of belonging that a uniform creates. Evidence includes work by O.Eastwood, 2021.</p> <p>Having key literature texts and calculators allows a greater access of the curriculum and homework. EEF homework +5 months</p>	2,4,5,6
Debating competition	EEF Oracy language intervention +6 months	1, 2
<p>Character Curriculum</p> <ul style="list-style-type: none"> - <i>Students work towards a set of criteria throughout their time at EWA to develop their character and interpersonal qualities</i> 	EEF social and emotional learning +4months	2
<p>Rewards system</p> <ul style="list-style-type: none"> - <i>Prizes and awards whereby PP students are always nominated</i> - <i>Trips which are fully funded for PP students where applicable</i> 	https://researchschool.org.uk/sandringham/news/do-rewards-work	2, 6
<p>Careers team & hubs</p> <ul style="list-style-type: none"> - <i>Student Futures Hub at the centre of the academy to support raising aspirations.</i> - <i>Targeted PP Careers interviews and activities alongside the standard IAG interviews.</i> - <i>Student Futures Lead to coordinate enrichment activities and oversee IAG provision</i> 	Believing in Better, How Aspirations and Academic Self Concept Shape Young People's Outcomes, Sutton Trust	2
<p>Pastoral Year Leads demonstrate a PP first mentality</p> <ul style="list-style-type: none"> - <i>PYL is aware of who their PP students are and monitor them closely</i> - <i>Phone calls to PP students are made a priority everyday.</i> 	EEF mentoring +2 months	2, 5, 6

Total budgeted cost: £ 255, 560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Formal examinations have now been in place for three years following the period of time where they were cancelled - the Year 11 data used for attainment and progress is generated from those formal assessments.

Improve the attainment and progress of our disadvantaged students

Disadvantaged students at Ercall Wood receive better outcomes than they would elsewhere – especially in the local context, where disadvantaged students perform almost twice as poorly as disadvantaged students at Ercall Wood. The performance is also favourable against National data.

Remove the gaps in the Key Performance Indicators of Exclusions/Attendance/Punctuality of our disadvantaged students

The behaviour data for our PP students compared to the behaviour data of disadvantaged students nationally with regards to percentage of permanent exclusions, percentage of one off and repeated fixed term exclusions is positive. No students, including those from a disadvantaged background, were permanently excluded from Ercall Wood Academy last year.

We employ five pastoral leaders, assigned to year groups, who work with our students to help reduce the gaping in behaviour and attendance of our students. PYLs work with specialists, both in house third party, in targeted support aimed at tackling behavioural and attendance concerns raised through our monitoring of data. One of the pastoral leaders is ELSA trained - the training builds the capacity of schools to support the emotional needs of their pupils from within their own resources. The programme recognises that children learn better and are happier in school if their emotional needs are also addressed.

Attendance of disadvantaged students at EWA is significantly better than the local and national picture. Attendance of disadvantaged students at EWA is 1.9% better than the local level and 1.7% better than national. When comparing persistent absence relating to disadvantaged students the positive gap between our students and both the national and local context is even greater – a 4.6% and 5.4% positive difference in disadvantaged students regularly attending EWA compared to the national and local context respectively.

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
Sparx	Sparxmaths Sparx Limited
Seneca	Seneca
Pet-Xi	Pet-Xi training Limited
Lexia	Lexia Learning Systems LLC

Further information (optional)

Additional activity:

Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium or recovery premium.

That will include:

- Parental phone calls:

Parents of all our Pupil Premium students receive a phone call offering them the opportunity to book their preferred time slots for parents' evening. This exclusive booking period is provided a week before the system opens to non-disadvantaged students, ensuring higher engagement and participation during parents' evening.

- Uniform swap scheme:

We are in the process of establishing a uniform exchange scheme where parents can bring in old uniform and swap them for items we have in stock. This initiative aims to support families during the current financial crisis and promote environmental sustainability. We will regularly highlight this program to our Pupil Premium families, ensuring they are aware of and can benefit from this initiative.

Planning, implementation, and evaluation:

We evaluated the degree of impact that the activities had and have used this to drive our pupil premium strategy this year. We did this by triangulating evidence from multiple sources of data including exams and assessments, engagement in culture walks, and conversations with parents, students, and teachers. This allowed us to identify the challenges that our disadvantaged pupils still faced and plan how we can overcome them.

The *EEF guide to the Pupil Premium, 2023* alongside key research such as *Addressing Educational Disadvantage* has been used to help shape our strategy. This has been pivotal in ensuring that our strategies are all evidenced informed. We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.