

# Pupil premium strategy statement: 2024-27

This statement details our school's use of pupil premium for 2024-25 funding to help improve the attainment and outcomes 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	Elthorne Park High School
Number of pupils in school	1216 Year 7-11
Proportion (%) of pupil premium eligible pupils	354 Year 7-11 (29.1%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Year Plan 2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Steve Ward
Pupil premium lead	Jonathan Kelley and Tracey Sugden
Governor / Trustee lead	Fay Block

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,700
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£266,700</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Elthorne Park High School respects and promotes every child's right to achieve and extend their potential. Leadership focuses on our responsibility to foster a deep sense of aspiration, self-belief and conviction in all of our students while acting with compassion to support the range of social situations our children face. Our ethos of 'Achieving Excellence in a Learning Community' reflects our high expectations for all students to achieve academic excellence, irrespective of background or past experiences. We succeed in this by placing equal emphasis on developing students' character, wellbeing and academic potential.

Overcoming the barriers faced by our Pupil Premium cohort is at the heart of our PP strategy. We recognise that our PP cohort faces a unique set of barriers that may disadvantage their abilities to access all of the educational opportunities that Elthorne Park High School has to offer.

Success in our mission to eliminate these barriers is evidenced by three criteria:

- Narrowing the attainment gap between our disadvantaged and non-disadvantaged students
- Accelerating the progress of our disadvantaged students in comparison to our historic performance and in comparison with local and national progress indicators.
- Ensuring full access and representation in the range of opportunities available to all at Elthorne Park High School

Through a tiered approach to our Pupil Premium spend, we aim to support students from disadvantaged backgrounds to achieve and fully participate in all areas of school life. Our strategy to achieve this aim has six key strands:

- curriculum access to ensure that enhanced numbers of students study a broad, balanced and ambitious curriculum;
- quality-first teaching to ensure that every lesson is as effective as possible for all students, irrespective of starting-point or personal circumstances
- development of reading abilities so that students can fully access their learning and develop their cultural capital;
- development of achievement in English and Maths so that students have the skills, knowledge and understanding to excel at Elthorne and beyond
- provision to support the wellbeing of our Pupil Premium cohort;
- participation in wider opportunities including extra-curricular activities

## Challenges

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

Challenge number	Detail of challenges that the Pupil Premium Achievement Coordinator will convey to all staff
1	<p>The <b>reading-age</b> assessments and observations of the KS3 students indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.</p> <p>Analysis of reading-age data indicates that the overall percentage of disadvantaged students operating below chronological age is significantly greater than their non-disadvantaged peers, including peers with additional vulnerability, such as SEN.</p> <p>Data shows that on entry at Year 7, percentages of PP students operating at reading ages between 6-10 years are broadly representative of the total reading cohort operating between 6-10 years. Initiatives will benefit all below reading age and particularly EAL and SEN.</p>
2	<p>Historically, EPHS has seen lower rates of <b>'match-up' for PP students achieving Grade 4+ and Grade 5+ in both English and Maths</b>. The impact of achieving strong pass grades in these core subjects is significant and allows students to have access to a range of ambitious post-16 options. Whilst the 2024 GCSE outcomes revealed that the overall cohort had achieved the highest outcomes in the school's history for English and Maths, provision needs to be further refined to ensure that the gap decreases between PP and non-PP outcomes.</p>
3	<p>Our <b>attendance</b> analysis suggests our disadvantaged students have lower attendance figures compared with their peers. Our 2023-24 attendance figures present a gap between PP and non-PP attendance of 4.53%. Although this demonstrates that attendance figures are higher than those for the national PP cohort (3.17% higher), this is a clear area of school life that we need to retain an enhanced focus on as undoubtedly, the impact of attendance on achievement is significant. The punctuality figures show our disadvantaged students have more issues with punctuality than their peers.</p>
4	<p>In previous years (particularly during the period of school reopening following the pandemic), our PP cohort attended fewer <b>extracurricular activities</b>. This cohort may not always have the same ability to access wider opportunities outside of school and therefore school-based opportunities have an increased significance in the lives of this group of young people.</p>
5	<p>Through our pastoral data, observations and discussions, our disadvantaged students require more <b>wellbeing</b> intervention</p>

	<p>strategies (such as pastoral mentoring and counselling) to support how to manage mental health issues and develop positive self esteem in comparison with their peers. The school data shows around one third of our disadvantaged students reach out for emotional support which is a higher proportion than non-disadvantaged peers, through counselling drop in and PSW support. Although on face-value this appears to be an inequality, it is a clear strength of our provision that we dedicate resourcing to ensure that this need is met. Furthermore, the clear link between wellbeing and student attendance suggests that wellbeing intervention strategies contribute to our PP attendance being higher than national figures for disadvantaged students.</p>
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## 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 - monitored through the EPHS 'Stakeholder Feedback Calendar'
<p>To increase the number of PP students who study a broad, balanced and ambitious curriculum</p>	<p>PP access to a broad, balanced and ambitious curriculum has developed enormously since 2019. Nationally, potential barriers to success that students in receipt of the Pupil Premium face include low aspirations or a deficit in understanding the range of future opportunities available to all young people. In order to counteract these potential problems we ensure that our curriculum is inclusive and provides appropriate challenges to stretch all students to achieve to the very best of their potential. Through ensuring that the KS3 curriculum is coherently sequenced, systematically assessed and that it encourages further KS4 and 5 study, we have generated enthusiasm and interest for students to study the EBacc suite of qualifications.</p>

	<p>This enhanced academic ambition can be seen in entry patterns of students studying the EBacc since our last inspection in 2019 with a significant proportion of our KS4 cohort (including enhanced numbers of those in receipt of the Pupil Premium) studying this broad, balanced and ambitious suite of qualifications.</p> <p>Furthermore, we have recently invested in the Unifrog platform to widen students' awareness of academic and career pathways through Elthorne and beyond. This is part of our commitment to continued care and consideration of the range of opportunities available to all students, irrespective of circumstances or past experiences.</p> <p>Success in this key area would mean that at least 70% of PP students were sitting the EBacc qualification by 2027.</p>
<p>Greater number of students within our PP cohort achieving 4+ and 5+ in both GCSE English and GCSE Maths.</p>	<p>To achieve this aim, we have created a highly structured intervention programme called the Top Club programme that is tailored to the individual needs of our KS4 PP cohort.</p> <p>The five key strands of our TOP club provision are:  Provision of online independent revision tasks designed to consolidate in-class learning in English and Maths to support students to be able to revise more effectively for mock examinations and public exams.  A weekly after-school 'check-in' clinic where students can share their progress in completion of additional revision tasks and receive targeted support to address areas of difficulty</p>

	<p>(c) A weekend residential in which students receive bespoke interventions to address personal gaps in their English, Maths and Science understanding in readiness for their March 2025 Pre-Public Exams</p> <p>(d) A dedicated study skills programme to support students in their understanding of how best to revise. Materials will be shared in workshop sessions and made available to parents.</p> <p>(e) Enhanced analysis of question-level performance following each key assessment opportunity to progress towards targets and further refine the provision of independent revision tasks.</p>
<p>Improve reading comprehension for all students at Key Stage 3 including disadvantaged students.</p> <p>Sustaining long-term continual improvement by teachers and sharing best practice through departmental CPD, focusing on how literacy skills support more than just academic development.</p> <p>Phonics provision for students operating significantly below age-related reading expectations.</p>	<p>Reading tests demonstrate ongoing improvements in the reading ages of disadvantaged students in Year 7 and 8.</p> <p>Success measured long term: reduction of all students working below age by year 10 and closing of gap between Pupil Premium and Non-Pupil Premium.</p> <p>Longer aim: testing at Year 9 shows reading recovery sustained/ informs all teachers of where to target support at the start of GCSE.</p> <p>Reading Coordinator appointed to lead phonics provision and train additional staff in phonics teaching: Librarian, Library Assistant, EAL Coordinator and support staff.</p>
<p>Improve PP attendance and narrow the gap between PP and non-disadvantaged attendance.</p>	<p>Our robust and tiered approach to managing attendance does effectively support our PP cohort through a hierarchy of approaches including tutor contact; panel liaison to coordinate Year</p>

	<p>Leader, Attendance Officer and Inclusion Team; transparent target setting through Attendance Improvement Plans (AIP), Early Help and Assessment Plans (EHAP); bi-annual reporting of attendance to parents/ carers; and referral to external partners including Local Authority School Attendance Service. Of the 75 Attendance Improvement Plans that were issued to students in the academic year 2023-24, 61% of these were issued to PP students demonstrating our commitment to ensuring that our PP cohort are supported to maximise attendance so that they are able to achieve.</p>
<p>Improve participation in extracurricular activities or trips across the school including disadvantaged students.</p>	<p>Disadvantaged students participate in at least one extracurricular activity or trip during the academic year.</p> <p>Our aim is <b>to improve participation in extracurricular opportunities for our students</b> and to prioritise Pupil Premium uptake: directing invites and funding to prioritise purposeful school opportunities for our students which will have the most leverage and impact in their lives such as revision training, coaching, cultural capital visits and trips that encourage positive social relationships.</p> <p>The Elthorne Wider Opportunities Programme (EWOD) has been designed to ensure a balance of enrichment opportunities are provided for PP students free of charge. These activities have been mapped across key stages 3 - 5 and include experiences related to SMSC, CIEAG and curriculum trips. Our <b>values – the 5Ps</b> - are front</p>

	<p>and centre in everything we do: assemblies, personal development tutor time programme, rewards, sanctions. We added the fifth P (<b>participate</b>) in 2023 and we have worked hard to increase participation among all student groups.</p> <p>We use Evolve to advertise and ensure our Pupil Premium students are encouraged to take-up the clubs and to monitor attendance. Pupil Premium students are supported with the first term's payment. There has been a 5% increased Pupil Premium take up from the previous Year 22-2023 where 15% who attended were Pupil Premium and last year, this increased by 5% reflecting the percentage of Pupil Premium students in the school. This is a percentage that still needs to be raised further to reflect the uptake of available funding to support students who do not have access to these life experiences otherwise. To support this push, we have developed booking systems whereby PP students have priority places on high demand extracurricular events.</p>
<p>Improve the wellbeing of students within the school including disadvantaged students.</p>	<p>School specific wellbeing issues identified through staff observations, parent &amp; student voice and school surveys addressed within the PSHCE curriculum, assemblies and tutor time activities should lead to improved levels of wellbeing.</p> <p>To improve the <b>wellbeing</b> of students within the school we ensure every child who needs support is recognised through monitoring to ensure our students are resilient and safe.</p>



## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

**Budgeted cost: £146, 700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Enhanced reading provision to ensure that all students make rapid and sustained progress in their reading abilities</b></p> <p>At EPHS, we have a tiered approach to reading, with enhanced provision front-loaded into KS3 to ensure that students can make rapid and sustained progress from entry. Students are triaged from entry through reading age assessments that are triangulated with SATs Reading Test scaled scores and transition FIC (and phonics screening if appropriate) and are allocated to appropriate reading provision. Our provision map for this tiered approach is:</p> <ul style="list-style-type: none"> <li>• Fresh Start phonics recovery programme in which students receive explicit and intensive phonics instruction that is then supported by overlearning from the Learning Support Team. The exit criteria from this intervention is competence at module 16 and will typically lead on to the next tier of reading intervention: developing automaticity, fluency and comprehension through paired reading support.</li> <li>• Students who are studying on our UP pathway participate in 4 hours per timetable cycle of Reading lessons and a portion of this time is spent using the</li> </ul>	<p><a href="#">Research</a> has shown the gap has widened between disadvantaged students and their peers, emphasising the importance of promoting reading for pleasure and to develop confidence.</p> <p>A study by <a href="#">Psychological Science</a> (2019) proposed a 'knowledge threshold' regarding reading comprehension: 'If students were unfamiliar with 59 percent of the terms in the topics, their ability to understand the text was 'compromised'.</p> <p>The EPHS reading strategy was influenced by the work of Alex Quigley and the case studies of a school-wide 'canon' on the development of reading strategies. The gaps of reading age inequality within the case-study are comparable to the data sets at EPHS.</p> <p>The <a href="#">EEF</a> states that on average, reading comprehension strategies delivered improves student progress (+6 months). Form time reading projects run weekly.</p> <p>Neuman, Copple and Bredekamp (2000) suggest " Reading aloud is the foundation for literacy development. It is the single most important activity for reading success". PP students join us on average almost two years behind Non-PP in terms of reading age. Throughout Y7 and Y8 we are able prevent the gap from growing but</p>	<p>1, 2</p>

<p>Accelerated Reader programme to develop reading skills. Other aspects of this provision include reading of a shared text and reading aloud to develop automaticity and fluency.</p> <ul style="list-style-type: none"> <li>● Paired Reading for Years 7 and 8 students is aimed at developing automaticity, fluency and comprehension. Students in this cohort are identified as requiring this intervention if they are operating significantly below age-related expectations and are not being supported through an alternative reading intervention such [INSERT the names of the SEND interventions). These interventions are facilitated by using Year 12 students as reading mentors.</li> <li>● All students in Year 7 and 8 have discreet reading lessons on a weekly basis that are designed to develop reading and comprehension strategies. Unlike the composition of our KS3 English classes which are broadly mixed ability, Reading classes are tiered by reading-age to ensure that lessons focus on development of appropriate skills and that texts are accessible and provide the correct degree of challenge. <b>These lessons are taught exclusively by English teachers and this accounts for a significant portion of the overall spend of this element of the PP budget.</b> For students operating significantly above age-related expectations, texts and strategies are designed to further promote reading-for-pleasure and includes a range of diverse voices.</li> </ul>	<p>we do not narrow the gap between PP and Non-PP or PP with their chronological ages yet.</p>	
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<p><b>Increased frequency of Reading Age data capture.</b></p> <p>All Year 7 students complete a baseline reading-age assessment on entry and this data is further screened to identify students who have a phonic weakness. Reading age assessment for all students is biannual for Year 7 students and annual for Year 8 and 9 students. Students operating below age-related expectations have an enhanced programme of reading age assessment (conducted through the Star Reader assessment tool) on a termly basis (as a minimum) and this data is used to further refine provision. Reading ages are used to inform the composition of Reading classes.</p> <p>In -year admissions students are tested on entry so that appropriate reading provision can be put in place. Where students have not sat SATs tests and have no externally validated SATs scores, CATs tests are used to determine pathways and appropriate reading provision. Where in-year admissions have an EAL need, an EAL screening is conducted by our EAL coordinator using a Bell Foundation assessment tool and appropriate provision (including withdrawal sessions) is put in place.</p>	<p><a href="#">Reading comprehension strategies   EEF</a></p> <p><a href="#">Children and young people's reading engagement in 2021</a></p>	<p>1, 2</p>
<p><b>Library teacher and assistant specialist knowledge is utilised in library lesson planning and delivery.</b></p> <p>Resulting Library data will shown to access the efficacy of closing of discrepancy gap in Pupil Premium borrowing as students are reading in form time and sanctioned if they forget their book. Sanction data monitored and action taken to support Pupil Premium students with book selection, evident from no discrepancy in data.</p>	<p>Year 7 and Year 8 students have a timetabled reading-age ability group reading lesson every week, with a focus on the reading aloud of whole books and vocabulary acquisition. The school day has been restructured to enable Form Tutors to deliver student development programmes and reading.</p> <p>The <a href="#">EEF</a> states that on average, reading comprehension strategies delivered improves student progress (+6 months).</p> <p>Form time reading projects run weekly. Neuman, Copple and Bredekamp (2000) suggest “ Reading</p>	<p>1, 2</p>

	<p>aloud is the foundation for literacy development. It is the single most important activity for reading success”.</p> <p>Using data to target Pupil Premium readers with book recommendations, author visits and to hear readers 1:1 during bi-weekly library lessons recorded in student reading journals.</p>	
<p><b>Greater number of students within our PP cohort achieving 4+ and 5+ in both GCSE English and GCSE Maths.</b></p> <p>To achieve this aim, we have created a highly structured intervention programme called the Top Club programme that is tailored to the individual needs of our KS4 PP cohort.</p> <p>The five key strands of our TOP club provision are:</p> <ul style="list-style-type: none"> <li>● Provision of online independent revision tasks designed to consolidate in-class learning in English and Maths to support students to be able to revise more effectively for mock examinations and public exams.</li> <li>● A weekly after-school ‘check=in’ clinic where students can share their progress in completion of additional revision tasks and receive targeted support to address areas of difficulty</li> <li>● A weekend residential in which students receive bespoke interventions to address personal gaps in their English, Maths and Science understanding in readiness for their March 2025 Pre-Public Exams</li> <li>● A dedicated study skills programme to support students in their understanding of how best to revise. Materials will be shared in workshop sessions and made available to parents.</li> <li>● Enhanced analysis of question-level performance following each key assessment</li> </ul>	<p>Our Achievement Coordinator is responsible for the coordination, tracking and impact of intervention strategies to support the academic achievement of identified underachieving and disadvantaged students.</p> <p>The EEF is clear on the purposes of timely and effective feedback to promote progress as proposed in this <a href="#">research</a></p> <p>The <a href="#">EEF</a> states the potential impact of self regulation and metacognition can improve student progress (+7 months).</p>	2

<p>opportunity to progress towards targets and further refine the provision of independent revision tasks.</p> <p>In addition to these five strands of provision within the TOP Club programme, we have also sourced a Maths intervention teacher who will be working with Year 11 PP students from December 2024 until May 2025 to further ensure that an enhanced number of PP achieve 5+ in GCSE Maths.</p>		
<p><b>Quality First Teaching through Elthorne Innovates strategies:</b> further training will be provided to support teachers to deliver Quality First Teaching with a specific focus on:</p> <ul style="list-style-type: none"> <li>• Vocabulary/ Communication- Friendly teaching</li> <li>• Adaptive teaching &amp; scaffolding</li> <li>• GPOP &amp; feedback</li> <li>• Improving metacognition, memory and recall</li> </ul> <p>Whole Staff <b>Elthorne Innovates</b> CPD began September 2024 and is revisited in sessions delivered by Twilight sessions. The focus is Adaptive Teaching where teachers will focus attention and research findings to create effective teaching strategies for identified students (Nationally Identified underachieving groups) in their own classes, including Pupil Premium, to ensure equity.</p> <p>To ensure that our teachers are familiar with the latest educational research and Ofsted research papers. Training time and resources for our <b>CPD research library</b> will be required.</p>	<p>The <b>EPHS Teaching &amp; Learning Toolkit</b> compiles the latest research on which we base our approach to classroom teaching.</p> <p><a href="#">EEF Effective Professional Development</a> (C. DEVELOP TEACHING TECHNIQUES)</p> <p>we develop the practice of teachers of all levels of experience at EPHS. We believe that it is right to focus on literacy this year and will be guided by the following research:</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p><a href="#">Children and young people's reading engagement in 2021</a></p> <p><a href="#">EEF Effective Professional Development</a> (D. EMBED PRACTICE)</p> <p>We will use the reading lists that accompany the new <a href="#">NPQ frameworks</a> as our starting point for expanding the resources available in our CPD library.</p> <p><a href="#">EEF Effective Professional Development</a> (A. BUILD KNOWLEDGE)</p> <p>Evidenced by:</p>	<p>1, 2, 3,5</p>

<p>Our Golden Thread of memory &amp; recall had an immediate impact on classroom teaching in 2023-24; this year's Golden Thread is adaptive teaching</p> <p>3 hours of directed time for each member of the teaching staff has been allocated for remote CPD (reading, research, online seminars). Research tells us that this will improve teaching and learning for all students and lead to an improvement in the engagement of our disadvantaged students in lessons.</p>	<p>completion of the post-reading reflections by every member of the teaching staff.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing and counselling services)

**Budgeted cost: £ 120,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our Attendance Officer provides up to date attendance and punctuality data which allows timely actions and interventions to be implemented.</p> <p>The provision of an additional 1 hour per week (from 2021-22) for the Pastoral Support Workers (PSWs) to support identified students with attendance issues including parental contact, AIPs and mentoring.</p> <p><b>Target group &lt;90% KS3 &amp; 4 Attendance moving back toward 96%</b></p> <p>Tutors regularly monitor the punctuality and attendance data of students through the pastoral tracking system enabling</p>	<p>These recent additions to the school's attendance system should help identify and resolve attendance issues within a shorter timescale leading to improved attendance figures.</p> <p>The <a href="#">DfE</a> (2016) clearly states missing a few days in a year can damage a students' chance of gaining good GCSEs.</p> <p>The <a href="#">DfE</a> (2021) guidance offers advice for improving school attendance.</p> <p>The following studies offer guidance and support for improving school attendance:</p>	<p>3</p>

<p>identification of patterns in punctuality and attendance.</p> <p>Tutors participate in punctuality and attendance training delivered through whole school training and team meetings.</p> <p>The position of Breakfast Club supervisor has been appointed with Breakfast club for disadvantaged students starting in Autumn 2. The aim is to improve punctuality and attendance but to also support families during the cost of living crisis by providing a healthy, filling breakfast and support behaviour and learning throughout the school day.</p>	<p><a href="https://attendancemattersmagonline.co.uk/a-five-point-plan-for-successful-attendance-management/">https://attendancemattersmagonline.co.uk/a-five-point-plan-for-successful-attendance-management/</a></p> <p><a href="https://dera.ioe.ac.uk/2945/3/110308section3en.pdf">https://dera.ioe.ac.uk/2945/3/110308section3en.pdf</a></p> <p>The EEF lists breakfast club as a Wider Strategy and as Maslow's hierarchy of Needs, in it's Pupil Premium guidance as a low cost, high impact intervention to close the achievement gap between PP and Non-PP students</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p>	
<p>Three Key Stage Leader positions were created in 2021-2 to provide strong support for behaviour and wellbeing in the school.</p> <p>A Positive Behaviour leader position has been created to provide training to staff and run interventions with students who are struggling the most with behaviour, many of which are in receipt of Pupil Premium funding.</p> <p>Year based panels meet fortnightly to discuss and review pastoral and academic intervention measures to support disadvantaged and vulnerable students.</p> <p>The provision of an additional 2 hours per week where the Pastoral</p>	<p>Evidence from a range of sources suggests the correlation between strong levels of emotional wellbeing and the ability to access and engage with learning. Similarly, the enhanced capacity for resilience that is brought about by wellbeing enables students to better respond to challenges with their learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Some students will require more intensive support and a range of pastoral intervention strategies to develop positive self esteem and positive behaviours.</p>	5

<p>Support Workers (PSWs) mentor identified students with behavioural issues from the pastoral tracking system.</p> <p>To further support positive behaviour and wellbeing, the school employs external specialists (BIS / Clinical Psychologist) to work with students who require more intensive support.</p>	<p>The increased capacity in staff allows for the reflection time and the use of restorative approaches to behaviour concerns.</p> <p><a href="#">EEF</a> states effective behaviour interventions and universal approaches can have a positive overall impact (+4 months).</p> <p><a href="#">EEF</a> states mentoring aims to build confidence and relationships to develop resilience and character which can have a positive overall impact on raising aspirations (+2 months).</p>	
<p>Parents have a strong influential role in their child's education and success in life.</p> <p>The school recognises the importance of parental engagement and has allocated one hour per week counselling service (virtual) available for parents who require more support.</p> <p><b>Year 7 tutors will reach out to contact all parents</b> and carers of students in their first week at EPHS, prioritising pupil premium and vulnerable students for additional contact to support. The school's 'Year Ahead Meetings', behaviour &amp; study skills support evenings and the calling of parents/carers prior to Parent Evenings to ensure sign up supports communication and engagement.</p> <p>Pupil Premium students are given encouragement to take on</p>	<p><a href="#">EEF</a> states parental engagement has a positive impact of additional progress (+4 months).</p> <p><a href="#">Research</a> has shown parental engagement does impact on student progress.</p> <p>Evidenced by: Parental engagement events for PP e.g how to revise.</p>	<p>1, 2, 3, 4, 5,</p>



<p>Leadership opportunities at EPHS are prestigious within the school and accessible to all. We are also pleased to be formalising other student leadership positions across the school including our TFL Active Travel Ambassadors and Year Sustainability Champions. Student leadership in these areas helps guide the school on area of <b>wellbeing</b> that need addressing from the student perspective. The school's approach to social action and <b>building a diverse and respectful community</b> is driven by Elthorne 4 Equality (E4E).</p>		
<p>The <b>provision of a chromebook</b> provides disadvantaged students with an appropriate digital device to support online and home learning. PP are provided with texts and revision books in every exam subject.</p>	<p>Students without a digital device and internet connection find it much harder to keep up with their learning from home and the attainment gap can widen.</p> <p><a href="#">Sutton Trust</a> research states there is a digital divide between disadvantaged students and their peers.</p> <p><a href="#">Sutton Trust</a> research states students who improve their metacognition and self regulation has a positive impact of additional progress (+7 months).</p>	2, 5
<p>Provision of <b>home learning clubs</b> which run weekly to provide disadvantaged students with an appropriate space and support to complete their home learning. Evidenced by: Attendance data show PP uptake. Subject and pastoral refer students.</p>	<p>SMHW allows better tracking of students' completion of home learning by staff and parents enabling targeted support to be put in place, for example, the KS3 home learning clubs.</p> <p>The <a href="#">EEE</a> states the impact of homework completion by students can add, on average, five months' additional progress.</p>	4,5
<p>The school has significantly increased the number of <b>extracurricular activities</b> which take place after school</p>	<p>The school recognises the importance of nurturing the whole</p>	4, 5,

<p>each day for all year groups. AYL pay increase to reflect the additional running of interform competitions after school.</p> <p>To feel part of and fully <b>participate</b> in school life, disadvantaged students are financially supported with the purchase of school uniforms, music equipment and lessons, extra curricular activities, the Duke of Edinburgh and year based trips (local and abroad).</p> <p>The Elthorne Wider Opportunities Programme (<b>EWOD</b>) has been designed to ensure a balance of enrichment opportunities are provided for PP students free of charge. These activities have been mapped across key stages 3 - 5 and include experiences related to SMSC, CIEAG and curriculum trips. . Every student attends at least one off-site EWOD trip per year and this is <b>fully funded for our disadvantaged students</b>.</p> <p>We use <b>Evolve</b> to advertise and ensure our Pupil Premium students are encouraged to take-up the clubs and to monitor attendance. Pupil Premium students are supported with the first term's payment. There has been a 5% pp take up from the previous Year 22-2023 where 15% who attended were PP and last year, this increased by 5% reflecting the percentage of Pupil Premium students in the school.</p> <p>All students have been given access to <b>Unifrog</b> to help monitor PP students' engagement with CIEAG / extra curricular activities. To ensure that there is equitable access to the platform (which requires devices), curriculum time has been allocated during PSHCE and tutor time for students to upload their interactions</p>	<p>child which includes their social and emotional development through engagement in extracurricular activities and cultural capital events. Disadvantaged students are encouraged and financially supported to take part in extracurricular activities and trips to develop their aspirations for achieving outside the school.</p> <p>Research has shown participation in extracurricular activities can also affect students' academic performance and plays a critical part when applying for jobs, apprenticeships and Universities.</p> <p>The <a href="#">Social Mobility Commissions'</a> report states a young person will miss out on some valuable experiences in life through extracurricular activities simply because of their social background.</p> <p>This <a href="#">article</a> shares some key benefits of participating in extracurricular activities.</p> <p><b>Careers guidance at KS3</b> has developed significantly; all students have access to Unifrog (online careers platform) and there is curriculum time dedicated to careers through our KS3-5 PSHCE (Personal, Social, Health and Citizenship Education) programmes. <b>Y11 students all have Next Steps</b></p>	
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and use the careers and opportunity library to search for CIEAG opportunities.	<b>meetings</b> with senior leaders or the sixth form team to discuss future pathways.	
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## Part B: Review of outcomes in the previous academic year

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

### Developing our curriculum to increase ambition for PP achievement

#### **Curriculum access**

PP access to a broad, balanced and ambitious curriculum has developed enormously since 2019. Potential barriers to success that our PP cohort face include low aspirations or a deficit in understanding the range of future opportunities available to all young people. In order to counteract these potential problems we ensure that our curriculum is inclusive and provides appropriate challenges to stretch all students to achieve to the very best of their potential. Through ensuring that the KS3 curriculum is coherently sequenced, systematically assessed and that it encourages further KS4 and 5 study, we have generated enthusiasm and interest for students to study the EBacc suite of qualifications. This enhanced academic ambition can be seen in entry patterns of students studying the EBacc since our last inspection in 2019. Importantly, although we have directed a greater number of PP students towards the EBacc, many PP students who were not in our initial EBacc pathway have requested to study this combination following promotion through the options process.

	<b>2024-2026</b>	<b>2023-25</b>	<b>2022-24</b>	<b>2021-23</b>	<b>2020-22</b>	<b>2019-21</b>	<b>2018-20</b>
% of Year 11 PP entered for the EBacc	60% (heritage languages will increase this figure further)	47%	43%	18%	20%	25%	11%
% of Year 11 PP EBacc achieving 4+ and 5+ in EBacc	N/A	N/A	27%/ 18%	21%/ 19%	35%/ 15%	17%/ 14%	9%/ 5%

#### **Achievement strategies for our Pupil Premium cohort at KS4**

Monitoring of PP student progress is completed through Curriculum and Assessment Panel (CAP) meetings to identify any students who are underachieving and to share this information with relevant stakeholders so that provision can be adapted and students can be allocated to interventions. Scrutiny of attendance to academic interventions in 2023-24 reveals that PP students were well-represented in all academic interventions, including our

Year 11 Intervention Residential Weekend in which 74% of participants were in receipt of the Pupil Premium. Of these students who participated in this intervention, 70% of the intervention cohort gained a Grade 4+ in both English and Maths and 29% gained a Grade 5+ in both English and Maths.

***Achievement strategies for Pupil Premium cohort at KS3***

PP students were prioritised for reading interventions in 2023/24. 38% of the students involved in Paired Reading intervention were in receipt of Pupil Premium and we have built upon this for the current academic year where 50% of the students involved in this programme are in receipt of PP ( in comparison to the schoolwide PP proportion of 29.3%).

***Academic Outcomes for our Pupil Premium cohort***

In 2024, both disadvantaged and non-disadvantaged Year 11 students achieved some of the highest outcomes ever achieved at EPHS across many of the national achievement measurement criteria. The overall performance of our PP cohort is broadly in line with 2023 outcomes, but with a slight widening of the gap between disadvantaged and non-disadvantaged students as the complete data set represents an improvement in overall outcomes. Although at the time of publication there are no national or local PP data sets available for comparison, the 2024 outcomes for PP students were significantly higher than the national performance of their disadvantaged peers in 2023.