

Pupil premium strategy statement – The Ellesmere Port Church of England College

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-------------------------------|
| Number of pupils in school | 788 |
| Proportion (%) of pupil premium eligible pupils | 41% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-25 2025-26 2026-27 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | P Phillips (Principal) |
| Pupil premium lead | |
| Governor / Trustee lead | G Derby |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £326,800 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £326,800 |

Part A: Pupil premium strategy plan

Statement of intent

We believe that social justice can be achieved for our communities by providing excellence in education. We believe that improving educational outcomes is the biggest way we can positively impact on our pupils' futures. We have designed a Curriculum for Social Justice that will not only enable our pupils to achieve life-changing examination qualifications, but also a set of knowledge, skills and behaviours (cultural capital) that will enable them to lead a choice-filled life guided by a moral compass.

We seek to build a community of faith where our pupils have the cultural capital to follow unlimited ideas and dreams. Above all else, we want our pupils to experience the fullness of life, where the sort of person they become is of paramount importance.

To BE MORE is to be a community which aspires to act justly in all situations; to be kind towards those inside and outside of the College; and to be open to God's guidance in all areas of our lives. We believe that all pupils should be aware of the standards of behaviour expected at our college which are underpinned by our values. Positive relationships throughout the College are built on a set of shared values.

Courage: Acting with bravery and overcoming fears

Justice: Acting with fairness towards others by respecting rights and responsibilities

Honesty: Being truthful and sincere

Compassion: Demonstrating care and concern for others

Gratitude: Feeling and expressing thanks

Humility: Having a modest view of oneself

Integrity: Having strong moral principles

Respect: Being considerate of someone's feelings and rights

We apply our skills and resources to this philosophy, offering life skills of lasting value to our pupils. We firmly believe that our pupils deserve the opportunity to develop and realise their talents, aspirations and true potential and through this are inspired to achieve and follow their chosen career and life path. We expect all our pupils to have a 7-year journey in our college and to undertake a series of ongoing challenges, at different stages, that are designed to demonstrate key life skills of:

Leadership – pupils are taught to understand the definition of leadership and are given opportunities to apply this to their own lives. As part of our ethical leadership programme, pupils learn how the power of leadership can change lives and are given appropriate challenges to demonstrate this.

Organisation – pupils are taught how to become organised and are given opportunities to demonstrate this when identifying the steps towards successful completion of an activity or project.

Resilience – pupils are taught to recognise that hard work, persistence and effort yield results.

Initiative – pupils are taught how to think independently and are given opportunities to gain new experiences that enable them to use their imagination and common sense.

Communication – pupils are taught how to communicate effectively, and to realise the importance of this.

The above, combined with our Intellectual, Social and Cultural Capital objectives, form the basis of our Frank Field Education Trust Awards (FFET Awards). Throughout the pupils' seven-year journey, they are expected to complete a range of activities within the four stages of the Awards scheme: Foundation, Intermediate, Master and Graduate. Each stage is subdivided into bronze, silver and gold in order to build further challenge within each pupil's school experience to "be more."

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Achievement: Disadvantaged pupils on average attain lower and make less academic progress in college than their peers, especially in English, maths and EBacc subjects including science. |
| 2 | Attendance: Average attendance rate for disadvantaged pupils is lower than that of other students, and College target for all children of 97%. This reduces their learning time and diminishes progress. |
| 3 | Aspirations: Some disadvantaged pupils do not benefit from experiences or opportunities to help them have high aspirations for their future career. |
| 4 | Behaviour and attitudes: Some disadvantaged pupils need additional support ensure their attitudes and behaviour are conducive to good progress. |
| 5 | Parental engagement: Some parents/carers need additional information, support and guidance to help their child to learn and make progress. |

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 |
|---|---|
| <p>Improve achievement: through consistently high standards in every classroom and adaptive teaching, effective feedback and appropriate challenge in every lesson, together with targeted academic interventions that address knowledge gaps and improve confidence, attainment and progress.</p> | <p>GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all pupils nationally. Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing positive impact. All disadvantaged pupils enter further education, training or employment post-16.</p> |
| <p>Improve attendance: through the deployment of our Attendance Officer, embed strategies to improve PP attendance and punctuality, and address the attendance gap between PP and non-PP pupils.</p> | <p>Attendance figures show that the gap between PP and non-PP pupils is diminishing. Disadvantaged pupils' attendance is in line with the national average for all pupils.</p> |
| <p>Build aspiration and positive engagement: by providing a range of opportunities for pupils to access learning opportunities outside the classroom, build cultural capital and provide appropriate careers guidance.</p> | <p>Pupils speak positively about the College and feel safe and happy at EPC. There is a very high level of engagement in wider curriculum opportunities by disadvantaged pupils and effective careers provision ensures they are well prepared for each transition stage in our college.</p> |
| <p>Promote positive behaviour and attitudes to learning: to embed strategies to promote and support positive attitudes and behaviours for learning and break down individual barriers to progress.</p> | <p>The behaviour and attitude to learning of disadvantaged pupils is in line with other pupils or shows an improving trend across all year groups. The proportion of disadvantaged pupils who are excluded is below the national average for secondary schools and is reducing year on year.</p> |
| <p>Parental Engagement: by being proactive and persistent in building relationships that provide parents/carers with the opportunity to be more effective in supporting their child's learning journey.</p> | <p>Parents/carers voice is positive regarding their child's education, and they will feel that they are more able to help/support their child to achieve. Attendance and engagement by the parents/carers of disadvantaged students at school events is in line with that of other students.</p> |

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: £ 98,693

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Bespoke CPD offer to all staff ensuring every member of staff has access to the training and support needed to be the best that they can be.</p> <p>Deployment of Lead Practitioners to drive standards in teaching and learning across the College.</p> <p>Access to the FFET network meetings to allow appropriate professional development opportunities.</p> <p>All staff wishing to take part in NPQ/SSAT courses are allowed access to these to gain accreditation as experts in their field.</p> | <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | 1, 3, 4 |
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 1, 3, 4 |
| <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> | 1, 4 |

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|--|---|-------------------|
| <p>The continual review of curriculum design through INSET, SDT and PPM sessions in all subjects to ensure all learners, including disadvantaged pupils, are explicitly taught the knowledge and cultural capital that they need to succeed in life.</p> | <p>High quality teaching, which includes curriculum planning, is the most important lever schools have to improve pupil attainment:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</p> | <p>1, 3, 4</p> |
| <p>Curriculum design will be quality assured through whole-school monitoring and evaluation systems.</p> <p>Staff to be given time to plan and implement their curriculums and link retrieval practice in a way that makes good pedagogical sense and to help pupils know and remember more.</p> <p>FFET network meetings for all subject leaders to offer further opportunities to evaluate and improve curriculum design.</p> | <p>Curriculum as a progression model: Developing a curriculum for progression so that student know and remember more considering types of knowledge to ensure appropriate sequencing. <i>Ashbee, R (2021) Curriculum: Theory, Culture and the subject specialisms</i></p> <p>Ofsted research reviews which collate currently available research evidence. We have considered what the evidence tells us about a high-quality education in each subject and ensured that our curricula reflect this.</p> <p>https://www.gov.uk/government/collections/curriculum-research-reviews</p> | <p>1, 3</p> |
| <p>Refine formative and summative assessment practice through staff CPD so that assessments help teachers to identify what pupils remember from the taught curriculum and identify the missing building blocks in pupils' learning.</p> <p>A range of formative and summative approaches to be used as vehicles for pupils to demonstrate their learning, ensuring the time taken to mark correlates with successful pupil outcomes.</p> | <p>EEF Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>The Independent Teacher Workload Review Group published a report following the Department for Education's (DfE's) workload challenge. The three principles from this report stated that marking should be meaningful, manageable, and motivating.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf</p> | <p>1</p> |
| <p>Further improve the transition process from primary to secondary so the school and class are more thoroughly prepared for the arriving learner. Increase communication with over 25 feeder primary schools to help foster curriculum continuity, make intelligent use of diagnostic assessment, and plan to address specific pastoral needs and academic support.</p> | <p>Several studies have shown a dip in attainment, especially in literacy and numeracy, coinciding with transition.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> | <p>2, 3, 4, 5</p> |

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|---|---|--------------|
| <p>Enhancement of our EBACC teaching and curriculum planning in line with Ofsted Research papers and EEF guidance. Designated curriculum time given for the development of teaching and time to embed the key elements of the EEF/Ofsted documentation. Quality assurance programme used to evaluate effectiveness of new approaches undertaken</p> | <p>There is strong evidence of a link between economic disadvantage and attainment in science, which in turn is a significant barrier to further participation in science subjects. The school will use the EEF recommendations to identify approaches which successfully boost attainment and remain this barrier. Science EEF Research review series: science</p> <p>In schools, the teaching of geography gives students an understanding of the world around them, its environments, places near and far, and the processes that create and affect them. This is a core part of high-quality teaching and learning in geography at Weatherhead and highlighted as best practice in the Research review series: geography</p> <p>At EPC, teaching and curriculum design in history reflects the relationship between substantive and disciplinary knowledge. Teaching develops pupils' historical knowledge and their historical analysis simultaneously. This is highlighted as best practice in the Research review series: history</p> <p>In 2020, 'Language trends' shone a spotlight on disapplication. Disapplication is when a school removes all or part of the curriculum for a pupil or group of pupils as evidenced in Curriculum research review series: languages</p> <p>At EPC, every student at KS3 studies a language and all students are given the opportunity to gain a languages qualification at KS4. The careful curriculum design engages all learners irrespective of background of ability.</p> | <p>1, 3</p> |
| <p>Whole school numeracy development.</p> | <p>EEF IMPROVING MATHEMATICS IN KEY STAGES TWO AND THREE Guidance Report states: Ensure that pupils develop fluent recall of number facts. Quick retrieval of number facts is important for success in mathematics. It is likely that pupils who have problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later in their studies. OFSTED's research review for Mathematics states that: Based on the above, high-quality maths education may have the following features ● School-wide approaches to calculation and presentation in pupils' books. ● School-wide approaches to providing time and resources for teachers to develop subject knowledge and to learn valuable ways of teaching from each other. This is a focus for development around our Use of Mathematics Across the Curriculum at a whole school level to ensure consistency and appropriate training for all staff teaching</p> | <p>1, 3,</p> |

Targeted academic support

Budgeted cost: £ 102,288

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>A whole school intervention plan in place, using information from Additional Intervention Meetings to devise and implement a bespoke, small group intervention plan where gaps in learning are identified.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 3, 4,</p> |
| <p>Adopting targeted literacy intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps and key mathematical concepts.</p> <p>FFET Trust wide Literacy Network established to evaluate and improve the literacy offer.</p> | <p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 3</p> |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>All</p> |

Wider strategies

Budgeted cost: £ 125,819

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Embed principles of good practice set out in DfE's Improving School Attendance advice. Staff will receive training to implement new procedures.</p> <p>Appointed an attendance officer to help improve attendance.</p> <p>Use of Aspire Centre to support students with securing regular attendance.</p> | <p>The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> | <p>All</p> |
| <p>Enhanced homework support in school for all students.</p> <p>Teachers, teaching assistants and pastoral and academic support workers provide daily homework support to students to help them get back into good learning and study habits.</p> | <p>Homework that is linked to classroom work tends to be more effective. Studies that included feedback on homework had higher impacts on learning.</p> <p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> | <p>1, 3, 4, 5</p> |
| <p>As part of the Be More curriculum, offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities (e.g. The Duke of Edinburgh's Award) will focus on building life skills such as confidence, resilience, and socialising.</p> | <p>There is a small positive impact of physical activity on academic attainment (+1 month). However, physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Research has shown that arts participation is valuable in and of itself and can have a positive impact on academic outcomes in other areas of the curriculum.</p> | <p>1, 2, 3, 4</p> |

| | | |
|---|--|---------|
| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | |
| Pupils to have access to life changing cultural exchanges and visits. (Hong Kong visit, China visit to partner school in Chengdu). Funding will not be a barrier to accessing these experiences for pupil premium students. | Research has shown that arts participation is valuable in and of itself and can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 1, 3, 4 |
| Learning Coaches, Attendance Officer and the attendance team to support disadvantaged pupils who show low engagement with or have low expectations of schooling. Mentoring to be offered to pupils who are deemed to be hard to reach or at risk of educational failure or exclusion. | Mentoring appears to have a small positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring | 2, 3, 4 |
| Move to School Synergy whole school parent communication app to improve PP parental engagement to improve attendance, behaviour and pupil achievement by implementing the recommendations in the EEF Parental Engagement Guidance Report Staff will be trained on structured learning conversations with parents of disadvantaged pupils. Learning conversations to take place termly during Academic Review time. Throughout Spring and Summer term, Transition leads to meet with Year 6 parents in feeder primary schools to foster positive relationships, discuss transition concerns and remove barriers prior to the pupil's arrival at EPC. | Parental engagement has a large and positive impact on children's learning. This was the single most important finding from a review of studies of interventions aimed at supporting and improving parental engagement in the education of children: DfE Review of Best Practice in Parental Engagement Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents | 2, 4, 5 |

Total budgeted cost: £ 326,800

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

In 2022-23 academic year the progress 8 score for disadvantaged pupils was -1.23, for the 2023-24 academic year the progress 8 score for disadvantaged pupils was -0.63, which was a significant positive shift. This was almost in line with the 2022-23 national average for disadvantaged pupils of -0.57.

The performance of non-disadvantaged pupils has also improved, but the gap has significantly closed between their performance with disadvantaged pupils. Progress 8 gap in 2022-23 was -0.93, and in 2023-24 the gap has closed to -0.35.

In 2024-25 academic year, whilst there was no progress 8 score to compare, results over time for Attainment 8 of disadvantaged pupils shows a three year upward trend.

2022-23 = 28.9

2023-24 = 31.1

2024-25 = 31.8

Attendance for the 2023-24 and 2024-25 academic year was in line with national average as the embedded attendance strategy continued to improve the situation along with our attendance officer in post. PA has also reduced. Our attendance strategy has now become embedded with our attendance officer conducting regular home visits taking the opportunity to engage with our hardest to reach families to offer support.

Parental engagement has continued to improve significantly with attendance at all parents' evenings. Primary visits significantly increased and our Annual Open Evenings have become unrecognizable in comparison to the early years of the EPC joining the FFET. Our new Year 7 and 8 cohort is significantly above year group sizes in later years and is more than double the size of our 2024-25 Y11 cohort.

Our high-quality, ambitious curriculum for all is now embedded and our rewards policy is seeing more pupils than every achieving positive praise points and engaging with our extra-curricular offer. Our Trust wide rewards scheme, FFET awards is seeing more and more children achieving their bronze, silver and gold awards, which can be seen around the College with the badges our pupils proudly adorn on their blazers.

All of these areas were recognised in our good Ofsted and SIAMS reports during the 2022-23 academic year. As we continue our revised 3-year strategy plan, we have made significant improvements in outcomes for disadvantaged pupils at EPC, with all headline measures showing significant improvements and the gap being closed between the performance of disadvantaged and non-disadvantaged pupils.