Equity in Education (PP) Strategy Statement

An **ambitious** and **inclusive** Trust of schools **strengthening** our **communities** through **excellent education.**

Our Mission

To transform **lives** and strengthen our **communities** to make the **world** a better place.

Our Values

Demonstrating our love through...

Ambition

Selflessness

Collaboration

Selflessness
- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

Ambition
- **work hard**
- **strive** to be even better
- be the **best** we can

Collaboration
- build **trust**
- build strong **relationships**
- be **stronger together**

How will we succeed?

Grow great people

Relentlessly positive collaboration

Have the highest standards

Our Ted Wragg Standard

Equity in Education (PP) Strategy Statement – Exmouth Community College

This statement details our school's use of Pupil Premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils – known as EiE (Equity in Education) students in our school community.

It outlines our EiE 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
Name of school	Exmouth Community College
Number of pupils in school	1,850
Proportion (%) of EiE eligible pupils	426 (24%)
Academic year/years that our current EiE strategy plan covers (3-year plans are recommended)	December 2025 – December 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Tom Inman
EiE Lead	Sarah Lasker
Governor / Trustee lead	Darren Evans

Funding overview

Detail	Amount
EiE funding allocation this academic year	£457,950
Recovery EiE funding allocation this academic year	£0
EiE funding carried forward from previous years	£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	£457, 950

Part A: EiE strategy plan

EiE Statement: Exmouth Community College

Exmouth Community College is a thriving and ambitious school at the heart of its community. At ECC, PP students are known as EiE (Equity in Education) students as we believe this is more positive framing that mirrors the vision and culture of our school community. Our vision is to enable our students to flourish through our core values of Belonging, Ambition and Responsibility (BAR): we want all our students to raise their BAR to flourish. These behaviours epitomise what we think is important for students and staff alike; the belief that through the educational experiences we can provide, both within and beyond the classroom, our students have a strong sense of belonging that allows them to become ambitious and responsible citizens.

Belonging:
- We focus relentlessly on developing our EiE students as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- Our newly created House system creates a sense of belonging that extends beyond the traditional year group family. The mixed year grouping allows students across the college age range to support each other and allows all students, including our EiE, to mix a wide and varied range of students.
- At the front of our minds, we remember that we are powerful advocates: we have a responsibility to ensure that every EiE pupil is prioritised for enriching academic and extra- curricular opportunities that challenge and inspire them.
- We build positive relationships with all the families of EiE pupils. We appreciate how timely and consistent contact strengthens the bond between home and school, developing the trust needed to ensure positive communication and, ultimately, outcomes.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for EiE pupils.
- Through our Aim Higher Mentors, we provide targeted support to ensure all EiE students can access their right to education.

Ambition:
- We develop EiE pupils as leaders in our community: we believe in them. We prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills for them to be successful.
- We raise aspirations and focus on the future: we provide guidance and support that allow our pupils to explore opportunities they may not have considered. EiE pupils are prioritised for careers advice and work experience to ensure smooth transition.

Responsibility:
- We instil a strong sense of responsibility in our students, encouraging them to act with integrity, kindness, and respect. We empower students to make informed choices and take ownership of their actions.

- By promoting active community engagement, we inspire students to contribute positively to their school and beyond.

We ensure that all our pupils are empowered and enjoy a full range of experiences and opportunities whilst they are at ECC. We believe that a successful preparation for future life involves the development of a broad range of academic and wider knowledge, skills and competencies. We empower our students

to flourish academically inside the classroom through an ambitious and engaging curriculum, whilst simultaneously enabling students to thrive in life's opportunities through our exceptionally wide range of artistic, sporting and cultural experiences.

When making decisions about using EiE funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for EiE children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all"; EiE students are not a homogenous group. Our strategies are designed to support the academic and social development of all the students in ECC.

Our school will:

- Have a designated Senior Leader who is part of the Trust Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for EiE.
- Have a costed EiE Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to EiE peer reviews and will also undertake an external review every 3 years.
- Provide funding for EiE to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure key 'equity' KPI's are reported and strategised as part of EiE analysis.

In addition, we will use the following guiding principles as part of our work in supporting EiE children:
- We understand that excellent attendance is fundamental to pupil success: we intervene early and positively when pupils are absent and ensure that any barriers to excellent attendance are addressed.
- All staff are aware of the EiE pupils they teach; we consciously build strong relationships with these pupils.
- We know that excellent teaching is at the heart of EiE learners' success: supported by our EiE teaching and learning strategy, Canon, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable pupils.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve to ensure our learners achieve their potential.

Challenges

This details the key challenges to achievement that we have identified among our EiE students.

Challenge number	Detail of challenge
1	**The progress and attainment of EiE students compared with their non-EiE peers.** Educational qualifications are the key to social mobility, which is the capacity to move out of poverty and other forms of socioeconomic disadvantage. EiE students are less likely to achieve a Progress 8 and Attainment 8 average in line with non-EiE students. In 2024: • The P8 gap between our EiE pupils and their non-EiE peers was -1.28. • The A8 results were 48 for our non-EiE students and 30 for our EiE. As schools are not measuring progress for 2025 and 2026 exams, only A8 is discussed below. Significant data from summer 2025 outcomes include: • The A8 gap between EiE and non-EiE pupils in English was 1.74. • In Maths, the A8 gap between EiE and non-EiE students was 1.59 • In EBACC subjects, there was an overall difference of 3.14 between EiE and non-EiE students. EiE students accounted for 11% of the cohort. • In the Open Bucket subjects, there was 3.03 difference in the attainment between EiE and non-EiE students. We recognise that we must close this gap to ensure the greatest parity for our learners.
2	**Attendance issues between EiE and non-EiE students** EiE students are more likely to have attendance below the national average. In 2024-25, this was 93%; for EiE students, this was 85%. Additionally, EiE pupils are disproportionally persistently absent (PA) and severely absent (SA) from school. (see table below)

	2024-25	
Overall attendance	90%	-8% between EiE and non-EiE
Overall attendance EiE	82%	
PA absence	28%	-18% between EiE and non-EiE
PA absence EiE	46%	
SA absence	6%	-7% between EiE and non-EiE
SA absence EiE	13%	

3	**EiE students have weaker literacy and oracy skills:**
8	On average, EiE students have reading age below chronological age on entry causing poorer attainment and progress across the curriculum.

- There remains a significant disparity between EiE and non EiE students who have a SAS of below 85. NGRT (New Group Reading Test) testing from September 2025 indicates that EiE are overrepresented in every year group, highlighting the need for a robust literacy pathway intervention.

	Number of students below SAS 85	Number of EiE students below SAS 85	% of EiE students in the cohort under SAS 85
Year 7	49	25	51%
Year 8	27	16	59%
Year 9	42	14	33%
Year 10	27	11	41%
Year 11	21	8	38%

- Proportionally fewer pupils achieve a distinction in the spoken language endorsement than their non-EiE peers. In 2024-25, only 9% of the distinction graded SLEs were for EiE students.

- Homework Club runs four nights a week, with Learning Support staff overseeing the club. In HT1, 22% of the students attending Homework Club were EiE students.

- Bridging Program: During our transition planning, we have been working with the local primary schools and the 0-25 team to identify students that we feel would benefit from a supported transition into secondary school. Support work includes Lexia, Learning Mentor support in class and additional support in place of MFL teaching, with a clear pathway back into full curriculum timetable.

4	**EiE students have more frequent behaviour difficulties:**
	EiE pupils are more likely to receive C1 Behaviour Points, C2 Reflection Referrals, spend time in Reset, receive a suspension and be permanently excluded from school. This has an effect on their academic progress (supported by initial data from HT1 2025)
	Additionally, EiE students are more likely to receive less HPs than their non-EiE counterparts, meaning their ratios are often disproportionate.
	For the academic year 2024-25
	• Number of permanent exclusions: 5 pupils. EiE students accounted for 100% of the permanently excluded students.
	• Number of suspensions per student: 46% of suspensions made during 2024-25 were EiE students, meaning they are over-represented in this category.

5	**EiE students are more likely to face economic hardship:** Our school serves a comprehensive community and we recognise that our families all have individual needs.
	- Ingredients for Food Tech are offered on an 'opt-in' basis at the beginning of the year and throughout the year when classes move on rotation. Families are approached individually via the HOF, to ensure we are offering the right support. 12 students across year 7-11 have opted in so far. - Free equipment is available on a daily basis from the House Receptions for EiE students, without cost. - Uniform is purchased for families direct from Pro-Serve. As most of the items required for ECC are currently branded (skirts and trousers are Banner trousers also) then 100% financial support is given. - Holiday Vouchers are sent to all EiE families every half term. 50% funding is provided for all outdoor education (Ten Tors and D of E). Financial support for equipment is signposted and essential kit is lent from stock held in school.
6	**EiE students need additional support with the accumulation of skills and experiences needed to improve social capital and aspirations:** Opportunities to build resilience and skills beyond the classrooms must be ensured for all EiE pupils. Although below the national average, NEET figures remain at a consistent 3% each year of which EiE students over the majority. Providing opportunities and experiences beyond the classroom are a vital part of the school diet that must be provided. In recent years, the traditional year 10 works experience has not happened at ECC. In summer 2025, a trial with 30 EiE/'need to reach' year 10 students was piloted. The engagement and success of this was measured as all students completing the full week and with positive anecdotal feedback. In the academic year 2025, ECC will bring back a 4-day work placement, working in conjunction with the Benchmark 6 Pilot, with a day in school for reflection and future steps: such is the importance of building social capital and aspirations within our EiE students. Skills beyond the classroom for EiE students include application workshops for year 11s, Exeter College and Bicton College taster days and military experience workshops. Career appointments are prioritised for EiE students, with Student Mentor Support in appointments where necessary. For students across the year groups, Lesson 42 ensures citizenship and PHSE knowledge is developed and Careers Fairs are present at every Progress Evening.
7	**As a group, EiE families are statistically less likely to engage with school:** Relationships have been continuously highlighted as, arguably, the most important element when addressing educational inequality in schools. We must connect in order to reach and impact the lives of our EiE families. Engaging EiE families in their children's education can be difficult for many reasons: working hours; negative experiences within the school system; financial barriers; access to transport; responsibility for multiple childcare arrangements. These families are our 'need to reach' families: engaging them in respectful and supportive communication is

10		essential in ensuring the educational and social success that is the right of all EiE students, alongside their non-EiE counterparts. Progress Evenings 2024-25 were not tracked last year, however will be a priority for this coming year. In the Equity and Inclusion Survey that was sent out to families September 2025, there was a 15% participation rate (EiE school population is 24%). Consideration needs to be given to positively targeting families in order to record their voice
	8	**Challenging home life situations.** • 50% of our pupils under Child Protection (CP) were EiE pupils. • 83% of Children In Need (CIN) last academic year were EiE pupils. • 67% of pupils in receipt of Early Help (EH) last academic year were EiE pupils. • 100% of CIC (Children in Care) are in receipt of EiE funding. • 100% of Service Children are in receipt of EiE funding.

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 average attainment and progress between EiE pupils and their non-EiE peers by 2028.	40%+ of EiE pupils will achieve a grade 5+ in English Language, in line with their non-EiE peers by 2028. 40%+ of EiE pupils will achieve a grade 5+ in Maths, in line with their non-EiE peers by 2028. 60%+ of EiE pupils will achieve a grade 4+ in English Language, in line with their non-EiE peers by 2028. 60% of EiE pupils achieve a grade 4+ in Maths, in line with their non-EiE peers by 2028. - Reduce the progress gap between EiE and non-EiE pupils to 0 by 2028. - Across the EBACC subjects, the EiE gap will reduce to 0 by 2028. - Across the Open Bucket subjects, the EiE gap will reduce to 0 by 2028.
Improve attendance	- Persistent absence for EiE students will reduce to in-line with non-EiE peers by 2028. - Overall EiE attendance will be above national (93%)
Improve oracy and literacy skills.	- The number of EiE pupils achieving the higher grades (distinction and merit) in the Spoken Language Endorsement will increase in line with non-EiE peers. - EiE book looks across the year groups will show improvements in key aspects of learning, in line with non-EiE counterparts, including: presentation, task understanding, literacy and use of feedback. - EiE pupils who are part of the Literacy Intervention Pathway will improve their SAS (Standardised Assessment Score) in line with their chronological age. - All students will read at least three books per year as part of the Tutor Reading Program.
Improve behaviour	- There will be a reduction in C2 behaviour points for students in receipt of EiE funding, in-line with their % representation. - There will be a reduction in Resets for students in receipt of EiE funding, in-line with their % representation. - There will be a reduction in suspensions for students in receipt of EiE funding, in-line with their % representation.

	• There will be a reduction in permanent exclusions for students in receipt of EiE funding, in-line with their % representation.
Tackle economic hardship.	• All families of EiE pupils will be contacted regarding the Household Support Fund. • EiE students will be offered 50% paid places on all educational trips. • EiE students will be provided with free stationary. • EiE students will be given 50-100% financial support to purchase new uniform. • Food Tech will be offering an 'opt-in' service for EiE students, to ensure equity for all and that incorrect assumptions are not being made.
Facilitate the accumulation of skills and experiences needed to improve social capital and aspirations.	• There will be an increase in the amount of participation in exercise for our EiE pupils through extra-curricular clubs, reflective of the EiE population • The number of EiE pupils participating in the ECC Outdoor Education Program (DofE Award Scheme and Ten Tors) will be 24%, reflective of the EiE student population. • There will be at least a proportionate number of pupils in receipt of EiE in leadership positions. • Every EiE pupil will be given a KS4 Careers appointment to ensure clarity and consistency of chosen pathway. • At least 70% of those entitled to EiE will attend a high-quality work experience placement; those remaining in school will participate in employer workshops.
Improve parental engagement and contact with home.	• The number of parents of pupils eligible for EiE attending Progress Evening will be in line with their peers who are not in receipt of EiE. • Families of EiE students will be invited to share their voice once a term. Data will be collated and interventions planned; 'You Said, We Did' communicated with students and families. • There will be an increase in attendance at the 'Family Support Evenings' for EiE pupils, in line with non-EiE families. • Service Family contact made to 100% of families, through GMC and base links. • Strategic coffee mornings/listening events for each of the sub-groups within the EiE chort; targeted invitation. • Home visits to our most 'need to reach' families by the allocated Champion.

Activity in this academic year

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

Teaching

Budgeted cost: £228,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incremental coaching programme of teacher development.	To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in 'Leverage Leadership' by Paul Bambrick-Santoyo.	1
Innovative and robust Teaching and Learning model.	Our model of teaching and learning has been informed by the Great Teaching Toolkit (2020) by Rob Coe et al, published by Evidence Based Education. Our learning model is rooted in Working Memory and Long-Term Memory theories, drawing on Cognitive Load Theory and the research of Daniel Willingham to design our Lesson Framework. To enact this in the classroom, we follow a simple lesson framework. This framework aligns with Cognitive Load Theory (Sweller,1988) by structuring learning in a way that effectively manages intrinsic load, reduces extraneous load, and promotes germane cognitive load. The phased approach ensures that learning is cognitively efficient, preventing overload and enhancing mastery. The phases may be repeated numerous times within a lesson or take place over a sequence of lessons:	1, 3
Cyclical assessment and super teaching week model.	Roediger et al state that 'regular retrieval practice is important, because active retrieval aids later retention. Testing will also identify gaps in knowledge, lead to more learning on the next study session and produce better organisation of knowledge. Ebbinghaus' model of the forgetting curve demonstrates that active recall is an effective means of retaining long term knowledge	1, 3
Investment in Tutor Reading Program	'Developing students' ability to read complex academic texts' is one of the key strands of the EFF's 'Improving Literacy in Secondary Schools'. Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. A school's reading program enhances students' reading skills through a range of culturally diverse and thought-provoking texts, ultimately creating a sense of shared experience and cultural capital: 'Schools can re-create this idea that we are going to set up our own standards of greatness: an internal canon that serves our school community.' (Lemov, 2021). Furthermore, in 2024 the Children's and Young Person's Reading Report, stated that only 1 in 3 enjoyed reading in their spare time. We must tackle barriers to reading in order to change this for our young people.	1, 3

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

Budgeted cost: £114,487.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will use Lexia Literacy as a targeted intervention.	Based on the strength of existing studies, Lexia's large user base across England and a strong alignment to their guidance reports on improving Literacy, the EEF identified Lexia as a promising program to investigate and are currently evaluating its effectiveness in 50+ primary schools. Lexia UK sent various datasets in 2007 and again in 2012. Three studies (Norfolk, York, Cumbria) were based on the computer-installed system. Norfolk and York showed useful to substantial gains in comprehension, Cumbria demonstrated useful gains in reading accuracy, and York and Cumbria showed useful gains in spelling. A project in Darlington using the web-based system showed a useful gain in reading	1, 3
All pupils will undertake NGRT testing at the start of the academic year.	The EEF found that effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject specific.	1, 3
All EiE pupils receive high quality careers advice.	The EEF found that 'young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need'. The EEF looked at a number of studies and 60% of these provided largely positive findings of educational outcomes, 67% provided evidence of positive economic outcomes and 62% of these provided evidences of positive social outcomes. Sim, Dr A-M and Major, Professor L. (2022) in 'Social Mobility in the South West: Levelling up through Education' cited 'a low skill equilibrium for young workers...of low-wage, part-time, casual and seasonal work and offer poor opportunities for progression' in the Devon area, highlighting the need for aspirational and supported transition work. ECC works to include careers advice for year 9 upwards, 1:1 for all year 11 students and the opportunity to visit local P16 providers utilising the school minibus and/or other alternative transport arrangements for EiE students.	6, 7
A daily Homework Club led by trained staff.	The EEF found that programmes which extend school time have a positive impact on average. Before and after programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	1, 3
Targeted support delivered by trained	The EEF found that Teaching Assistants can provide a large positive impact on learner outcomes. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	1, 3

Teaching Assistants.		
Aim Higher Mentors	Offering in-class support for EiE learners, ensuring that lesson time is maximised and that having EiE students in front of their classroom teacher are our Aim Higher Learning Mentors.	1, 3, 2, 5
The Bridging Program	Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. The EEF found that 'additional small group support can be effectively targeted at pupils from disadvantaged backgrounds' with studies suggesting an average impact of 4 months.	1, 3, 2, 5

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

Budgeted cost: £114,487.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head of House and PSA (Pastoral Support Assistants)	The EEF found that the average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Evidence from the EEF suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills, which can lead to poorer mental health and lower academic attainment. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Furthermore, Rowland (2021) highlighted a relational approach as the greatest tool schools can use to 'connect with pupils and families on an individual basis in order to understand their context.'	1, 2, 4, 7
School Mentor– Delivering Early Help and counselling as well as signposting wider interventions.	The EEF found that mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds. Marc Rowland (2021) stated 'the most effective approaches to tackling disadvantage are not about big interventions but countless small interactions, discussions and individual moments that create a sense of belonging', with our School Mentor being the front line of this intervention.	1, 2, 4, 5, 7, 8
The Lighthouse (in-school Alternative Provision)	The EEF acknowledges that universal systems are unlikely to meet the needs of all students. For those pupils who need more intensive support with their behaviour, a personalised approach is recommended. The behaviour or learning conceptual framework adapted from Powell and Tod 2004, recognises the need for three learning elements, if a student is to be successful: increasing engagement, improving access and ensuring participation. 'The Lighthouse' will provide a bespoke provision for a small number of students in Years 9-11 to support the re-engagement of pupils with their education through personalised learning, high expectations, and a focus on emotional well-being and personal growth whilst continuing to be a part of our school community. The Lead Teacher will lead this provision, supported by a number of other colleagues.	1, 2, 3, 4, 6, 7
Breakfast Club.	In the 2022 impact report from the government backed National School Breakfast Programme, breakfast clubs have far-reaching benefits for pupils. Of the Headteachers surveyed, 99% said they felt the readiness to learn of their students improved, whilst 93% said they felt the social skills of their students improved as a result of the breakfast club. Anecdotally,	1, 2, 4, 5, 7, 8

	Headteachers reported that punctuality across KS3 increased as a result of the provision.	
Targeted use of external providers who help pupils to remain in mainstream education.	The EEF acknowledge that some pupils require more specialist support to help manage their self-regulation or social and emotional skills; it is at pains to emphasise the need for quality and timely provision for these students. Research from the EEF discovered that the average impact of behaviour interventions is four additional months progress over the course of a year. This was particularly the case when considering off-site community provision, which was highlighted as having a particularly positive impact on pupils returning to mainstream education.	1, 2, 4, 6, 7
A school minibus.	Research for The Social Mobility Commission by the University of Bath has reported that household income is by far the most important factor driving gaps in participation, with children from the poorest households much less likely to take part in all types of extracurricular activities, but especially music and sport. The Ofsted framework has identified three barriers to participation in extra – curricular activities: ● The direct cost of an activity and /or the associated costs of equipment or transport. ● Difficulties managing family logistics (timings and schedules) Concerns about physical safety of children travelling unaccompanied from school to another venue	5, 7
Big Step holiday program.	The EEF cites summer provision as 'providing additional experiences and activities…valuable in increasing engagement.'	5, 7

Total budgeted cost: £457,950

Part B: Review of the previous academic year

Outcomes for EiE pupils

Review of the previous strategy

We have analysed the performance of our school's EiE pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that the overall A8 gap between EiE and non-EiE pupils was 9.49. In English 1.74. In Maths, the A8 gap between EiE and non-EiE students was 1.59. In EBACC subjects, there was an overall difference of 3.14 between EiE and non-EiE students. EiE students accounted for 11% of the cohort. In the Open Bucket subjects, there was 3.03difference in the attainment between EiE and non-EiE students.

To help us gauge the performance of our EiE pupils, we compared their 2025 results to those for EiE and non-EiE pupils at national and local level and to results achieved by our non-EiE pupils.

The data demonstrates that there remains a significant gap between our EiE pupils and our non-EiE pupils; however, this gap has improved from the previous year where there was a greater disparity (18) between EiE and non-EiE pupils. We believe that the following initiatives supported this improvement:
- The introduction of additional 'core support' classes for identified students
- Enhanced pastoral support capacity; this led to a clear reduction in suspensions, notably for Year 11, including for EiE students.
- Increased focus on attendance reporting and intervention
- Additional support in place to ensure that all Year 11 pupils, and especially our EiE pupils, attended for and completed all exams

Furthermore, we have drawn on school data and observations to assess wider issues that continue to impact on the performance of our EiE students including attendance, behaviour and wellbeing. Attendance, in line with the national picture, remains under pre-Covid levels for EiE students. PA benchmarks are where the gap is at its largest, with an 18% disparity. This is a 'must focus' area for ECC for the coming year. EiE students continue to over-represent in suspension and PEX figures. For the academic year 2024-25, the number of permanent exclusions at ECC were 5 pupils, where EiE students accounted for 100% of the total. Additionally, 46% of suspensions made during 2024-25 involved EiE students. Next year we intend to be more proactive in the reflective work when returning from suspensions as well as creating a more robust and inclusive package of interventions to intervene with early and efficiently.

Based on all the information above, we believe there are 'green shoots' in the performance of our EiE pupils this past academic year and if we continue to address the disparity between EiE and non EiE performances, we will achieve the outcomes we set out to achieve by September 2028, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that we need to:
- Embed the 'teaching essentials', notably in harnessing and maintaining participation in all lessons.
- Develop our approach to incremental coaching.
- Develop our approach to literacy intervention through clearer identification of need and targeting of additional, bespoke support.
- Ensure robust cyclical assessments to identify achievement concerns to support targeted intervention.

- Develop our targeted intervention programmes for Year 11, especially supporting foundational knowledge and skills in English and Maths.
- Ensure a stronger focus on raising attendance, notably for our EiE students.
- Further develop our sense of belonging through the embedding of the House system.
- Develop our range of 'waved interventions' to support students with the greatest needs and challenges.

In order to fully appreciate the effectiveness of these strategies, more vigorous data collection must take place of EiE students across academic subjects, interventions and activities; we must ensure parity of representation. We must continue to invest in specialised and timely intervention for those EiE students who are struggling in their lessons, always with a view to them re-joining the right aspirational academic pathway when it is time.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Online Tutoring	Tute Tutoring
Literacy intervention	Lexia
Sparx Science	Sparx
Sparx Reader	Sparx
Sparx Maths	Sparx
Elephant Counselling	Matt Hyde - Elephant Counselling
Senecca	GCSE Food & Nutrition
The Nutrition Programme	GCSE Food & Nutrition
Tech soft 2D	Design Technology
Adobe Photoshop/illustrator	Art & Design/Graphics/Photography
Seneca	Seneca
Quizlet	Quizlet
Linguascope	Linguascope

Service pupil premium funding (optional)

The impact of that spending on service pupil premium eligible pupils
Review of SPP to be included in the review of 2025-26.