



Secondary School Pupil Premium Funding Report 2016/17 and 2017/18

Name of School	Eden Boys' School, Birmingham
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The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

How much pupil premium funding did the school receive in 2016/17 and how many pupils were eligible for support through this fund?

Eden Boys' School Birmingham received £58,905 for the academic year 2016/17 for 63 pupils.

What did the school spend it on?

Area of spend	2016/17
Pupil Premium Guarantee	6300
Extra English teacher (0.5)	14365
Extra Maths Teacher (0.5)	14365
Performance Review Meetings- Year 7	3324
Performance Review Meetings- Year 8	3493
Performance Review Meetings- Year 9	2211
Rewards System	4000
Aston Villa Social Enterprise	300
Library books for pupils with low reading ages	5717.44
Intervention resources	4829.56
Total Spend	58905

What were the reasons for these spending decisions?

Enable parents to have a Pupil Premium Guarantee which allows all disadvantaged pupils to receive:

- Free books, stationery, revision resources
- Free educational visits and trips
- A free breakfast
- £100 towards the cost of uniform
- Free access to all intervention and enrichment activities

Enable disadvantaged pupils to 'close the gap' in their performance in English and Maths through:

- Small group intervention, delivered by teachers
- Smaller class sizes, through additional teachers in English and Maths
- Support in lessons, through the deployment of support staff in English and Maths
- Regular performance review meetings with parents if their son is underperforming
- Raise aspirations and ambition in disadvantaged pupils through:
 - Access to careers' marketing event, guidance and mentors.
 - Mentoring and nurturing via senior leaders and peer mentors.

What strategies have been used to monitor and evaluate the impact of pupil premium funding?

To monitor and evaluate the impact of pupil premium funding, the school:

- Formally assesses pupils in each subject at least once every half-term
- Closely tracks and analyses the progress of pupils on a half-termly basis
- Reports to the Trust Central Office and the Local Governing Body Regularly on the performance of disadvantaged pupils

What difference did the use of pupil premium funding make to outcomes for supported pupils in 2016/17?

The Pupil Premium allows us to focus our resources more effectively on those pupils who are most likely to fail to achieve due to their socio-economic background.

In particular this has led to the school achieving outstanding progress for its pupils who come from disadvantaged backgrounds.

- Eden Boys School Birmingham has been forecasted 'Outstanding' in the DfE monitoring visits and QA visits
- In 2017, 95.8% of Y9 pupils from disadvantaged backgrounds were forecasted 9-4, and 75% forecasted 9-5, in English and Maths. Nationally, around a third of pupils from disadvantaged backgrounds achieve 9-4 in English and Maths – and around a quarter of such pupils achieve 9-5 in English and Maths.
- In 2017, the Attainment 8 score, which reflects the average grade across eight academically challenging subjects, was 57.21 for Y9, forecasting the school to be ranked highly amongst non-selective schools. In 2017, the Attainment 8 forecasts score for disadvantaged pupils in Y9 was 58.25.
- In 2017, the Progress 8 score, which reflects progress achieved across eight academically challenging subjects, was 0.77 for Y9. In 2017, the Progress 8 forecasts score for disadvantaged pupils in Y9 was 0.66.

Attendance

- Nationally disadvantaged children are heavily over-represented in absence statistics and exclusions from school. For example children eligible for Free School Meals are almost twice as likely to be absent and 4 times more likely to be excluded than those who are not eligible.

- The overall absence rate for pupils who have been eligible for free school meals in the last 6 years (FSM Ever 6) was 6.4 per cent, a slightly lower rate than those currently eligible and claiming FSM. The equivalent rate for those that are not eligible for free school meals in the last 6 years was 3.8
- At Eden Boys' School, Birmingham the overall attendance for 2016-2017 was 98.5% compared to the national average for secondary schools of 94.9%. The average attendance for children from disadvantaged backgrounds at Eden was 98.7%

Forecast outcomes

	Non-disadvantaged pupils: national headlines in 2016	School level – forecast outcomes 2021 for disadvantaged pupils (Y7)	School level – forecast outcomes 2020 for disadvantaged pupils (Y8)	School level – forecast outcomes 2019 for disadvantaged pupils (Y9)
Pupils achieving English and mathematics at grade 4 or above	70.6%	97%	88%	96%
Disadvantaged pupils entered for English Baccalaureate	45.2%	100%	100%	100%
Disadvantaged pupils achieving English Baccalaureate	29.7%	95%	73%	92%

Summary comments on the impact of pupil premium funding

The Pupil Premium allows us to focus our resources more effectively on those students who are most likely to fail to achieve due to their socio-economic background. In particular, this has led to the school achieving outstanding progress for its students who come from disadvantaged backgrounds.

The Eden Boys School, Birmingham GCSE forecasts, based on end of year exam results, show that disadvantaged students at the school are set to outperform even the non-disadvantaged pupils figure nationally. 96% of students from disadvantaged backgrounds are predicted to achieve 9-4, and 75% predicted to achieve 9-5, in English and Maths in 2019. 88% of Year 8 students from a disadvantaged background are predicted to achieve 9-4, 85% predicted to achieve 9-5, in English and Maths in 2020. 97% of students from disadvantaged backgrounds are predicted to achieve 9-4, and 78% predicted to achieve 9-5, in English and Maths in 2021.

Eden Boys' School assessment data for all cohorts indicates that both disadvantaged and non-disadvantaged pupils are making significantly better progress in English and mathematics than is the case nationally.

How much pupil premium funding has the school received for 2017/18?

Eden Boys' is due to receive £98,175 for the academic year 2017/18 for 105 pupils. The funding will focus on addressing the inequalities between disadvantaged pupils and their peers and help close the gap.

What are the main barriers to future success for pupils in school who are eligible for pupil premium funding (including for those pupils who are most able)?

In-school barriers
Low level reading skills for Years 8-10 compared to the National All. Particularly for Year 10, due to sit their GCSE, but with KS2 reading scores that are 6% below (81% expected standard) the National Average for boys (87% expected standard) and 8% below the National All (89% expected standard).
Extended writing: including spelling, punctuation and grammar, is less well developed. Cursive writing has been identified as an issue for all year groups.
Low level mathematics for Years 8-10. Particularly for Year 10, due to sit their GCSE, but with KS2 Maths scores that are 5% below (81% expected standard) the National Average for boys, and the National All (both at 86% expected standard).
External barriers
EAL: All pupils are classed as coming from an ethnic minority background. 41.2% of the new Y7 cohort have English as an Additional Language (National Average 15.7%), from these, over half (63%) are also eligible for Pupil Premium.
Deprivation: The school's LSOA is ranked in the 3rd decile for the IMD (where 1st is the most deprived) i.e. geographically in the bottom 30% nationally for deprivation indicator. 81% of households in the area are deprived in up to and including 4 dimensions including: unemployment, lack of higher education, disability and overcrowding (Aston, UK 2011 Census).
SEND: A high incidence of 'double disadvantage' i.e. students who have both SEND and are eligible for Pupil Premium. Of the 46 SEND students in the school, nearly 50% have a double disadvantage of also being eligible for Pupil Premium.
Quality of Primary Education: Only 18.9% of the primary schools in Birmingham have been judged 'Outstanding'. One of our main feeder primary schools (22% of pupils) has been judged by Ofsted to be Inadequate for some time. The remaining pupils come from approximately 100 different primary schools.

What are the key objectives of the Pupil Premium strategy at the school?

Quality First Teaching- Outstanding performance comes out of high quality teaching and learning on a day to day basis, consequently our major focus, is to continue to develop the capacity and skills of all our staff. The growth model of staffing requires a high focus on quality and continual professional development for all teaching and associate staff.

Our specific objectives are as follows:

- **Outstanding progress:** to ensure disadvantaged pupils make similar progress as all pupils nationally.
- **Full curriculum access:** to ensure disadvantaged pupils are sufficiently literate and numerate to access and succeed in all curriculum areas.
- **Breadth of experience:** to ensure the well-being of disadvantaged pupils and encourage their engagement in a wide range of sporting and cultural extra curriculum activities.

Pupil premium spending plan 2017/18

Objective:	Improvement in the tracking, identification, intervention and outcomes relating to the achievement, attendance and well-being of disadvantaged pupils	
Action	Cost	Success criteria
1.1 Further embedding of the use of Capita SIMs to monitor and analyse progress of disadvantaged pupils	£895.00	<ul style="list-style-type: none"> × Improvement in the accuracy of tracking and the speed in which analysis and identification of all underachieving pupils is achieved × The development of progression maps in all subjects to monitor Levels of Progress ensuring expected progress is clearly identified for ALL pupils.
1.2 Continued development of middle leaders in analysis and evaluation of data and construction of Individual Learning Plans.	£1495.00	<ul style="list-style-type: none"> × Improved T&L and curriculum provision within faculties × Improved accuracy and quality assurance of teacher assessment × Timely identification of those pupils who are underachieving and the specific barriers/factors which contribute. × Targeted, specific and timely interventions for both individual pupils and small groups × No 'in school' Gap in achievement of those pupils who are disadvantaged
1.3 Training and development of Pastoral Team	£1000.00	<ul style="list-style-type: none"> × Focus on Restorative Practices to resolve conflict
1.4 Sustain 'exceptional' attendance	Nil	<ul style="list-style-type: none"> × Reduction in condoned absence including parental requests for holidays in term time
1.5 Staffing and resourcing of a Nurture Group for KS3	£1000.00	<ul style="list-style-type: none"> × All pupils needs assessed and comprehensive Pupil Support Plans compiled to ensure appropriate ongoing provision × Pupils in group making expected progress from KS2 in

		reading, writing, communication and mathematics × Social and emotional literacy levels improve × Enjoyment in learning voiced by pupils and their parents/carers
Objective:	Improvement in standards of Teaching and Learning across the school which will disproportionately advantage those pupils who are disadvantaged	
Action	Cost	Success criteria
2.1 Appointment of additional teacher in English and Maths. Focus CPD on differentiated approaches	£57746.00	× Expected progress in both English and Maths by disadvantaged pupils in line with non-disadvantaged pupils nationally by end of 2018. This includes those disadvantaged pupils who are more able.
2.2 Appointment of HLTA	£22369.00	× Expected progress in both English and Maths by disadvantaged pupils in line with non-disadvantaged pupils nationally by end of 2018.
2.3 Focus on the improvement of teacher feedback and pupil response	Nil	× QA process shows quality of marking and feedback is exemplary across the school resulting in outstanding progress across the curriculum × Lesson observations provide evidence that attitudes to learning of all pupils is exemplary × Reports from external Inspectors confirm that attitudes to learning of all pupils is exceptional
2.4 Improvements in teacher appraisal and review	Nil	× Robust PM for all teaching staff based upon SMART, career stage targets and regular interim reviews × Robust action plans for all NQT's based upon SMART targets to ensure improvement × 100% of teaching across school is 'Good or better'
Objective:	Specific Initiatives to raise achievement of disadvantaged pupils	
Action	Cost	Success criteria

<p>3.1 Group sizes in English/Maths smaller than average for school</p> <p>3.2 Performance Review Meetings</p>	<p>£57746.00 (as 2.1)</p>	<p>× Progress for pupils in receipt of pupil premium is judged as 'Good' with all pupils making expected progress towards their target grades or are rapidly diminishing the difference</p> <p>xPP pupils make similar progress to their peers, reflecting good use of the Pupil Premium Funding.</p> <p>× English progress for disadvantaged pupils is well above that of non-disadvantaged pupils nationally</p> <p>× Maths progress for disadvantaged pupils is well above that of non-disadvantaged pupils nationally</p>
<p>3.3 Improve Literacy levels in KS3 Improve literacy resources and facilities</p>	<p>£3456.00</p>	<p>× The development of reading, writing and communication across the curriculum is rapidly improving</p> <p>× Systems of tracking chronological reading age to actual reading age at KS3 show that 80% of identified PP pupils are on track to achieve targets</p>
<p>3.4 Pupil Premium Guarantee</p>	<p>£10500.00</p>	<p>× No gap in student progress and attainment between disadvantaged pupils and non-disadvantaged pupils nationally</p>

How will the impact of pupil premium spending be measured?

To monitor and evaluate the impact of pupil premium funding, the school:

- Formally assesses students in each subject at least once every half-term.
- Closely tracks and analyses the progress of students on a half-termly basis.
- Reports to the Trust Central Office and the Local Governing Body regularly on the performance of disadvantaged students.

When will the impact of the 2017/18 funding be reviewed?

A review of the 2017/18 funding will be posted on the school's website at

<http://www.edenboysbirmingham.com/inclusion/pupil-premium/> on 1st September 2018