



## Pupil Premium Strategy 2017-18

### 1. Introduction

Pupil Premium funding received by Eden Boys' this year will focus on addressing the inequalities between disadvantaged pupils and their peers. The premium was introduced in April 2011 and is allocated to work with pupils who have registered for free school means at any point in the last 6 years, Looked After Children (LAC) and children of service personnel. Nationally, these pupils achieve at a level significantly below those not entitled to the premium grant on all key indicators.

Eden Boys' is due to receive £98,175 for the academic year 2017/18 for 105 pupils. The school uses this funding to ensure all disadvantaged pupils achieve their potential and are supported in closing the gap to their peers. Each school can decide how to spend the premium to raise attainment levels for disadvantaged pupils. The Ofsted report on the use of premium (Pupil Premium: Reference 120197: September 2012) outlined how the premium had been used in 262 schools. The report highlights the difficulty in disaggregating pupil premium funding from general school funding.

For 2017/18 the Government allocated £935 per secondary school pupil. The following document details specific actions together with costs and impact for each element of our pupil premium spend. It should be noted that our core belief of social mobility regardless of background drives everything we do to improve pupils' life chances.

### 2. Key Performance Indicators

<b>Year 7 - 85 disadvantaged pupils 2017-18</b>	<b>Y7</b>	<b>National All</b>	<b>National Boys</b>
Reading: % of disadvantaged pupils achieving expected standard	76	71	68
Reading: % of disadvantaged pupils achieving a high standard	15	25	21
Mathematics: % of disadvantaged pupils achieving expected standard	87	75	74
Mathematics: % of disadvantaged pupils achieving a high standard	35	23	24
Reading and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and Maths)	74	61	57
Reading and Maths: % of disadvantaged pupils achieving a high standard (NA)	12	9	7
% Attendance for disadvantaged pupils (whole school attendance 98.5%)	-	-	-
<b>Year 8 - 46 disadvantaged pupils 2017-18</b>	<b>Y8</b>	<b>National All</b>	<b>National Boys</b>
Reading: % of disadvantaged pupils achieving expected standard	59	66	62
Reading: % of disadvantaged pupils achieving a high standard	9	19	16
Mathematics: % of disadvantaged pupils achieving expected standard	67	70	70
Mathematics: % of disadvantaged pupils achieving a high standard	15	17	18
Reading and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and Maths)	54	53	50
Reading and Maths: % of disadvantaged pupils achieving a high standard (NA)	2	5	5
% Attendance for disadvantaged pupils (whole school attendance 98.5%)	98.7 (2016-17)	94.8 (2015-16)	94.9 (2015-16)
<b>Year 9 - 38 disadvantaged pupils 2017-18</b>	<b>Y9</b>	<b>National All</b>	<b>National Boys</b>
Reading: % of disadvantaged pupils achieving expected standard	82	89	87
Reading: % of disadvantaged pupils achieving a high standard	47	49	44
Mathematics: % of disadvantaged pupils achieving expected standard	84	87	87
Mathematics: % of disadvantaged pupils achieving a high standard	45	42	46
Reading and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and Maths)	79	80	77
Reading and Maths: % of disadvantaged pupils achieving a high standard (NA)	29	24	22
% Attendance for disadvantaged pupils (whole school attendance 98.5%)	98.6 (2016-17)	94.8 (2015-16)	94.9 (2015-16)

<b>Year 10 - 32 disadvantaged pupils 2017-18</b>	<b>Y10</b>	<b>National All</b>	<b>National Boys</b>
Reading: % of disadvantaged pupils achieving expected standard	81	89	87
Reading: % of disadvantaged pupils achieving a high standard	38	50	46
Mathematics: % of disadvantaged pupils achieving expected standard	81	86	86
Mathematics: % of disadvantaged pupils achieving a high standard	41	42	44
Reading and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and Maths)	78	79	76
Reading and Maths: % of disadvantaged pupils achieving a high standard (NA represents % Reading, Writing and maths)	28	24	20
% Attendance for disadvantaged pupils (whole school attendance 98.5%)	98.9 (2016-17)	94.8 (2015-16)	94.9 (2015-16)

### 3. Rationale

<b>Barriers to future attainment for pupils eligible for PP, including those who are more able</b>	
<b>In-school barriers</b>	
A	<b>Low level reading skills</b> 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).
B	<b>Extended writing:</b> including spelling, punctuation and grammar, is less well developed. Cursive writing has been identified as an issue for all year groups.
C	<b>Low level mathematics</b> 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).
<b>External Barriers</b>	
A	<b>EAL:</b> 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.
B	<b>Deprivation:</b> The school's LSOA is ranked in the 3 <sup>rd</sup> decile for the IMD (where 1 <sup>st</sup> 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).
C	<b>SEND:</b> 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.
D	<b>Quality of Primary Education:</b> 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.

### 4. Key Objectives of the Strategy

**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

## **5. Specific Aims for Diminishing the Difference in Progress for Disadvantaged Pupils**

- Develop high quality tracking and analysis tools to establish and monitor progress of disadvantaged pupils in all key performance Indicators
- Ensure a full programme of curriculum, pedagogical and pastoral transition is in place for disadvantaged pupils from KS2 to KS3, including for more able pupils
- Utilise the Tauheedul Quality Standard Teaching Framework to ensure quality first teaching; increasing pupil progress per lesson
- Focus lesson observation on the Learning and Progress of disadvantaged pupils, including the more able
- Sustain after school intervention sessions to diminish the difference in Maths and English
- Encourage greater use of the library and embed the Accelerated Reader programme
- Develop one to one reading programmes for pupils with weak literacy skills
- Embed Performance Review Meetings for Year 7, 8, 9 and 10 pupils.
- Sustain the 'breakfast club' to ensure disadvantaged pupils begin the school day energised, and to provide a 'safe place' between school and home.

## **6. Eden Boys' Teaching and Learning of Disadvantaged Pupils - Non-Negotiables**

- Enable ease of Identification; disadvantaged pupils, including those who are more able, are clearly identifiable on all SIMS Data and Tracking Sheets
- Produce high quality marking and feedback across the whole curriculum
- Improve reading comprehension to enable pupil access to the curriculum in all areas, including those pupils who are more able.

## 7. Pupil Premium Spending Plan 2017 – 18

Initiative 1		Improvement in the tracking, identification, intervention and outcomes relating to the achievement, attendance and well-being of disadvantaged pupils						
Actions	Chosen Approach	Reasons for Approach	Who	When	QA	Cost	Success Criteria	Impact and Review
<p><b>1.1 Further embedding of the use of Capita SIMs to monitor and analyse progress of disadvantaged pupils</b></p>	<p>To improve data and tracking ability across the school to speed up the analysis and identification of pupil achievement, attendance, conduct and well-being concerns.</p> <ul style="list-style-type: none"> <li>– Training of Business Support Officers in data analysis</li> <li>– Whole school training in the use of SIMs analysis tools</li> <li>– Increased monitoring and analysis by Support staff</li> </ul>	<p>Clear identification of those pupils who are disadvantaged and robust tracking and monitoring to ensure they do not fall below that of their peers</p>	APA	Dec 17	ARA	£895	<ul style="list-style-type: none"> <li>× Improvement in the accuracy of tracking and the speed in which analysis and identification of all underachieving pupils is achieved, a disproportionate number of these are disadvantaged pupils.</li> <li>× The development of progression maps in all subjects to monitor Levels of Progress ensuring expected progress is clearly identified for ALL pupils.</li> <li>× Improved tracking of behaviour and attendance resulting in improved behaviour and increased attendance within this group of pupils</li> </ul>	
<p><b>1.2 Continued development of middle leaders in analysis and evaluation of data and construction of Individual Learning Plans.</b></p>	<ul style="list-style-type: none"> <li>– Directors of Learning identify underachieving pupils at every data capture to enable constructive challenge to teachers to improve the provision of early intervention strategies to rapidly diminish any difference</li> <li>– Individual Intervention Plans to be constructed for all disadvantaged pupils who are underachieving</li> <li>– Targeted and personalised intervention programmes</li> </ul>	<p>Develop the expertise in identification and implementation of quality, personalised intervention strategies.</p> <p>Small group tuition is effective with greater feedback from the teacher, more sustained engagement in smaller groups, or work closely matched to learners needs has a positive impact <b>EEF Rating: Moderate +4 months</b></p>	APA	Jul 18	ARA	£1495	<ul style="list-style-type: none"> <li>× Improved T&amp;L and curriculum provision within faculties</li> <li>× Improved accuracy and quality assurance of teacher assessment</li> <li>× Timely identification of those pupils who are underachieving and the specific barriers/factors which contribute.</li> <li>× Targeted, specific and timely interventions for both individual pupils and small groups</li> <li>× No 'in school' Gap in achievement of those pupils who are disadvantaged</li> </ul>	

<p><b>1.3 Training and development of Pastoral Team</b></p>	<p>To effectively manage the ECM Risk register with the aim of:</p> <ul style="list-style-type: none"> <li>- Focusing on the data and tracking of pupils, in particular those who are disadvantaged; to remove all barriers to learning affecting progress.</li> <li>- To carry out individual and small group interventions based on a caseload approach.</li> </ul>	<p>Evidence suggests that behaviour and attendance interventions can produce large improvements in academic performance along with a decrease in problematic behaviour</p> <p><b>EEF Rating: Moderate +4 months</b></p> <p>Research shows the more parents get involved with school the more likely their child will:</p> <ul style="list-style-type: none"> <li>x Achieve better grades</li> <li>x Score more highly in tests</li> <li>x Higher attendance rate</li> <li>x Improved social skills</li> <li>x More likely to complete homework</li> <li>x Have a more positive attitude to school</li> <li>x More likely to graduate from Higher education</li> </ul> <p><b>Parent Partnership Research</b></p>	<p>SIS</p>	<p>Jul 18</p>	<p>SLT</p>	<p>£1,000</p>	<ul style="list-style-type: none"> <li>x Improved communication and partnership with parents/carers</li> <li>x Accurate and complete records of pupil conduct</li> <li>x Focus on Restorative Practices to resolve conflict</li> </ul>	
<p><b>1.4 Improve attendance</b></p>	<p>To focus on the accuracy, identification of patterns/trends and the communication with home, when pupil attendance and punctuality are of concern, including:</p> <ul style="list-style-type: none"> <li>- First day response procedures</li> <li>- Challenges to condone absence</li> <li>- Administration of contact with parents/carers</li> <li>- Regular reporting and analysis of attendance concerns</li> </ul>	<p>There is a clear evidence link between poor attendance at school and low levels of achievement. Pupils who miss between 10 and 20% of school only 35% manage to achieve 5 A*- C compared to 73% with attendance of above 95%.</p> <p><b>DfE Attendance Report 2012</b></p>	<p>HoY</p>	<p>Jul 18</p>	<p>SLT</p>	<p>Nil</p>	<ul style="list-style-type: none"> <li>x Improved safeguarding of missing pupils and ability to refer vulnerable pupils quickly to external agencies</li> <li>x Improvement in attendance</li> <li>x Reduction in condoned absence including parental requests for holidays in term time</li> <li>x Improvement of Persistent Absenteeism</li> <li>x Improved punctuality</li> </ul>	

<p><b>1.5 Staffing and resourcing of a Nurture Group for KS3</b></p>	<p>Provide a nurture resource for key stage 3 pupils whose transition from primary phase has not been as successful due to unidentified and previously unmet need. Provision will include:</p> <ul style="list-style-type: none"> <li>- Literacy and Numeracy catch up</li> <li>- Emotional and social development</li> <li>- Haven type provision for lunch and break-time</li> <li>- Assistance with homework</li> </ul>	<p>Social and Emotional Learning Packages appear to benefit disadvantaged or low attaining pupils more than other pupils, though all pupils benefit on average.</p> <p><b>EEF Rating: Moderate +4 months</b></p>	<p>SENCO</p>	<p>Jan 17</p>	<p>SLT</p>	<p>£1000</p>	<ul style="list-style-type: none"> <li>× All pupils needs assessed and comprehensive</li> <li>× Pupil Support Plans compiled to ensure appropriate ongoing provision</li> <li>× Pupils in group making expected progress from</li> <li>× KS2 in reading, writing, communication and</li> <li>× mathematics</li> <li>× Social and emotional literacy levels improve</li> <li>× Enjoyment in learning voiced by pupils and their</li> <li>× parents/carers</li> <li>× Attendance data for pupils in the group in line with peers</li> </ul>	
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Initiative 2		Improvement in standards of Teaching and Learning across the school which will disproportionately advantage those pupils who are disadvantaged						
Action	Chosen Approach	Reason for Approach	Who	When	QA	Cost	Success Criteria	Impact and Review
<b>2.1 Appointment of additional teacher in English and Maths</b>  <b>Focus CPD on differentiated approaches</b>	<ul style="list-style-type: none"> <li>– Adding additional capacity in English and Maths to increase number of groups</li> <li>– Develop literacy strategy across the curriculum</li> <li>– Increased staff awareness of the need for differentiated approach for teaching and learning and additional interventions for those who are disadvantaged</li> </ul>	<p>Reducing the number of pupils in a class to 20 or below suggests the range of approaches a teacher can employ and the amount of attention each pupils will achieve will increase.</p> <p><b>EEF Rating: Moderate impact +3 months</b></p>	<p>ARA</p> <p>ARA</p>	<p>Sep 17</p> <p>Jul 18</p>	<p>LGB</p> <p>SLT</p>	<p>£57,460</p>	<ul style="list-style-type: none"> <li>× Expected progress in both English and Maths by disadvantaged pupils in line with National (all pupils) and a rapid narrowing of the attainment gap for in school (all pupils) by end of 2018. This includes those disadvantaged pupils who are more able.</li> </ul>	
<b>2.2 Appointment of HLTA</b>	<ul style="list-style-type: none"> <li>– Appointment of HLTA to work with targeted pupils to raise achievement for Pupil Premium, Catch Up Premium and LAC pupils</li> </ul>		<p>ARA</p>	<p>Sept 17</p>	<p>LGB</p>	<p>£22,369</p>	<ul style="list-style-type: none"> <li>× Expected progress in both English and Maths by disadvantaged pupils in line with National (all pupils) and a rapid narrowing of the attainment gap for in school (all pupils) by end of 2018.</li> </ul>	
<b>2.3 Focus on the improvement of teacher feedback and pupil response</b>	<ul style="list-style-type: none"> <li>– Whole school CPD focus on the correlation of good quality Marking and Feedback to improved pupil progress</li> <li>– Quality Assurance and development of Feedback and responses to and from pupils to improve understanding and skill development</li> </ul>	<p>Feedback studies show very high effects on learning. Quality feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</p> <p><b>EEF Rating: High Impact +8 months</b></p>	<p>JPI</p>	<p>Mar 18</p>	<p>LGB</p>	<p>Nil</p>	<ul style="list-style-type: none"> <li>× QA process shows quality of marking and feedback having a positive impact on pupil progress</li> <li>× Pupil attitudes to learning are consistently positive</li> <li>× Lesson observations provide evidence that behaviour is outstanding and pupils are engaged,</li> <li>× Reports from external Inspectors confirm that behaviour and pupil engagement in learning is</li> </ul>	

<p><b>2.4</b> <b>Improvements in teacher appraisal and review</b></p>	<ul style="list-style-type: none"> <li>- Further implement robust staff appraisal</li> <li>- process to develop practice through the deployment of coaches</li> <li>- Development of a school Teaching and Learning group.</li> <li>- High quality CPD programme for middle leaders to develop quality first teaching</li> <li>- Robust development programme for NQT's which enables clear identification of strengths and areas for development.</li> </ul>	<p>To enable SLT and Governors to support staff in their role in developing quality first teaching approaches across all faculties.</p> <p><b>No EEF research available</b></p>	<p>ARA</p>	<p>Dec 17</p>	<p>SLT</p>	<p>Nil</p>	<ul style="list-style-type: none"> <li>× Robust PM for all teaching staff based upon</li> <li>× SMART, career stage targets and regular interim reviews</li> <li>× Robust action plans for all NQT's based upon</li> <li>× SMART targets to ensure improvement</li> <li>× 100% of teaching across school Good or better</li> </ul>	
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Initiative 3	Specific Initiatives to raise achievement of disadvantaged pupils							
Action	Chosen Approach	Reason for Approach	Who	When	QA	Cost	Success Criteria	Impact and Review
<b>3.1</b> <b>Group sizes in English/Maths smaller than average for school</b>	<ul style="list-style-type: none"> <li>Where the majority of pupils are disadvantaged, ensure groups in English and Maths have a class size of no more than 15</li> </ul>	<p>Reducing the number of pupils in a class to 20 or below suggests the range of approaches a teacher can employ and the amount of attention each pupil will achieve will increase.</p> <p><b>EEF Rating: Moderate impact +3 months</b></p>	APA	Jan 18	ARA	See 2.1	<ul style="list-style-type: none"> <li>Progress for pupils in receipt of pupil premium is</li> <li>judged as Good with all pupils making expected progress towards their target grades or are rapidly diminishing the difference</li> <li>PP pupils make similar progress to their peers, reflecting good use of the Pupil Premium Funding.</li> <li>English progress for disadvantaged pupils is well above that of non-disadvantaged pupils nationally</li> <li>Maths progress for disadvantaged pupils is well above that of non-disadvantaged pupils nationally</li> </ul>	
<b>3.2</b> <b>Performance Review Meetings</b>	<ul style="list-style-type: none"> <li>Monitor all KPI's for disadvantaged pupils on a half termly basis, identifying underachievement and ensuring robust Performance Review Plans are in place to address barriers to learning</li> </ul>	<p>Identification of all barriers to learning and progress both across faculty areas and within individual subjects</p> <p>Personalised plans devised through forensic analysis of data will ensure any intervention is targeted and effective</p> <p>Parental involvement is consistently associated with pupil success at school.</p> <p><b>EEF Rating: Moderate impact +3 months</b></p>	APA	Jan 18	ARA	See 1.2		
<b>3.3</b> <b>Improve Literacy levels in KS3</b> <b>Improve literacy resources and facilities</b>	<ul style="list-style-type: none"> <li>Embedding of Accelerated Reading Programme throughout KS3</li> <li>Improved access and extension of the Library stock and facilities</li> </ul>	<p>On average reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p><b>EEF Rating: Moderate impact 5+ months</b></p>	APA	Jan 18	ARA	£3456	<ul style="list-style-type: none"> <li>The development of reading, writing and communication across the curriculum is rapidly improving</li> <li>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</li> </ul>	

<b>3.4 Pupil Premium Guarantee</b>	Sustain 'Pupil Premium Guarantee' to: <ul style="list-style-type: none"> <li>- Provide support towards the cost of uniform</li> <li>- Offer free trips</li> <li>- Offer free books</li> <li>- Offer free breakfast</li> <li>- Fund Duke of Edinburgh PP cohort</li> </ul>	To ensure that there is equality of opportunity in all aspects of the school's provision for disadvantaged pupils.	ARA	Jan 18	LGB	£10,500	× No gap in student progress and attainment between disadvantaged pupils and the National Average	
First Review Date	January 2018	Second Review Date	April 2018					
Final Review	July 2018							