

## Pupil Premium Strategy / Self-Evaluation (Secondary)



1. Summary Information					
School	Eden Boys' School, Birmingham				
Academic Year	2018-2019	Total PP Budget	£146,795	Date of Most Recent PP Review	October 2018
Total number of pupils	488	Number of pupils eligible for PP	159	Date for next internal review of this strategy	February 2019
2. Current Attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
Progress 8 score average (Predictions)			0.92		
Attainment 8 score average (Predictions)			59.8	46.4	
3. Barriers to future attainment (for pupils eligible for PP)					
<b>Academic Barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )					
A.	<b>Low level reading skills for Years 9-11 compared to the National All.</b> Particularly for Year 11, 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 for Years 9-11.</b> Particularly for Year 11, 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>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )					
D.	<b>EAL:</b> All pupils are classed as coming from an ethnic minority background. 75% 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.				
E.	<b>Deprivation:</b> 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).				
F.	<b>SEND:</b> A high incidence of 'double disadvantage' i.e. students who have both SEND and are eligible for Pupil Premium. Of the 96 SEND students in the school, nearly 48% have a double disadvantage of also being eligible for Pupil Premium.				
G.	<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. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )					Success Criteria
A.	<b>Quality First Teaching-</b> 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.				A large majority of pupils require limited intervention due to high quality first teaching, based on data capture

		revealing good progress (few students less than 'expected' progress)
<b>B.</b>	<b>Outstanding progress:</b> to ensure disadvantaged pupils make similar progress as all pupils nationally.	2019 GCSE results indicate a significant improvement in the progress of pupils eligible for Pupil Premium, across all subjects.
<b>C.</b>	<b>Full curriculum access:</b> to ensure disadvantaged pupils are sufficiently literate and numerate to access and succeed in all curriculum areas.	No clear gaps in learning for Disadvantaged pupils upon gap analysis of assessments. Pupils are receiving full NC entitlement. Curriculum shows challenge for all learners.
<b>D.</b>	<b>Breadth of experience:</b> to ensure the well-being of disadvantaged pupils and encourage their engagement in a wide range of sporting and cultural extra curriculum activities.	Raised aspirations and pupils prepared for the next stage of their career. No NEETs

### 5. Review of Expenditure

#### Previous Academic Year

#### Quality of teaching for all

Action	Intended Outcome	Estimated Impact: Did you meet the success criteria? (include impact on pupils not eligible for PP, if appropriate).	Lessons Learned (and whether you will continue with this approach)	Cost
Extra English Teacher	Disadvantaged students 'close the gap' in their performance in English through small group intervention, delivered by teachers and smaller class sizes, through additional teachers in English	The % of students from disadvantaged backgrounds who are predicted to achieve a 'strong pass' or at least a 'standard pass' in English is in line with their peers and above national averages	Continue to employ additional teachers to support the quality of provision for Disadvantaged students, and continue with small group sizes and additional literacy support/intervention throughout the school.	£28, 873
Extra Maths Teacher	Disadvantaged students 'close the gap' in their performance in Maths through small group intervention, delivered by teachers and smaller class sizes, through additional teachers in Maths.	The % of students from disadvantaged backgrounds who are predicted to achieve a 'strong pass' or at least a 'standard pass' in Maths is in line with their peers and above national averages	Continue to employ additional teachers to support the quality of provision for Disadvantaged students, and continue with small group sizes and additional numeracy support/intervention throughout the school.	£28, 873
Appointment of HLTA	Disadvantaged students 'close the gap' in their performance in English and Maths through support in lessons, through the deployment	Gap between Disadvantaged students and their peers shows a significant decrease	Continue to develop an enhanced provision in KS3 to better support Disadvantaged students with weaker literacy skills and SEND in accessing the curriculum, however, we will broaden our support to ensure it incorporates more of KS3, by increasing capacity in our Inclusion team.	£22, 369

	of support staff in English and Maths			
Targeted support				
Action	Intended Outcome	Estimated Impact: Did you meet the success criteria? (include impact on pupils not eligible for PP, if appropriate).	Lessons Learned (and whether you will continue with this approach)	Cost
Performance Review Meetings	Disadvantaged students 'close the gap' in their performance in English and Maths through regular performance review meetings with parents if their son is underperforming.	Gap between Disadvantaged students and their peers shows a significant decrease	Continue with half termly Performance Review meetings to develop and strengthen effective home school partnership in order to understand barriers.	£1, 000
Intervention	Targeted small group intervention programme for Year 10 students implemented, focusing on exam ready, as well as small group interventions for Years 7-9 students.	The % of students from disadvantaged backgrounds who are predicted to achieve a 'strong pass' or at least a 'standard pass' in English and Maths is in line with their peers and above national averages	Strategy to continue as it is showing to have significant effect on Key Performance Indicators (KPIs) for the majority of pupils in each year group in relation to progress. However, attendance dipped, which suggests that intervention attendance strategies were not as robust as planned. Consequently, there will be a thorough review with the Vice Principal in charge of Standards and Performance to adapt the strategy for early intervention in school.	£2, 060
Other approaches				
Action	Intended Outcome	Estimated Impact: Did you meet the success criteria? (include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Pupil Premium Guarantee	Pupil Premium Guarantee allows all disadvantaged students to receive: <ul style="list-style-type: none"> <li>- Free books, stationery, revision resources</li> <li>- Free educational visits and trips</li> <li>- A free breakfast.</li> <li>- £100 towards the cost of uniform</li> </ul>	Gap between Disadvantaged students and their peers shows a significant decrease	Continue to offer the Pupil Premium Guarantee as evidence from previous years indicates that this has been valued and used.	£10, 500

	- Free access to all intervention and enrichment activities.			
Trips	Raise aspirations and ambition in Disadvantaged students through: - - Access to careers' event, visits to further and higher education	Gap between Disadvantaged students and their peers shows a significant decrease	Ensure all pupils have access to the same curriculum opportunities.	<b>£3,000</b>
Breakfast Club	Enable Disadvantaged students to complete homework in a productive environment, and to start the day ready to learn.	A number of students have accessed the breakfast club regularly as it gives them time to work with other students and to have access to their teachers before school to ask any questions.	Invite and target underperforming Disadvantaged students that are at risk of significantly underperforming to attend the club so that support can be provided in a relaxed setting	<b>£1, 500</b>

## 6. Planned Expenditure

### Academic Year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Appointment of additional teacher in English (0.5FTE) and Maths (0.5FTE)	Exam outcomes demonstrate a significant closure of the gap between Disadvantaged Students and their Non-Disadvantaged peers, in terms of overall outcomes, by Progress 8 '	Research demonstrates that high quality teaching and learning, including quality of feedback has the biggest impact in accelerating the progress of Disadvantaged Students. We want to offer high quality teaching to all of these pupils to drive up results and high quality recruitment will enable us to achieve this. The DfE's 2015 report (see additional detail section) illustrates that high quality teaching first is a key approach in improving the outcomes for Disadvantaged Students.	A rigorous recruitment process has been established, which includes observations and a rigorous interview procedure. This is overseen by the Executive Principal to ensure the rigour is consistent across all processes	Executive Principal	Sept 2018

Appointment of Teaching Assistant	Pupil Premium SEND pupils are making accelerated rates of progress, so the gap between PP SEND and Non-SEND is closing, from their starting points at the beginning of the year	Pupil Premium SEND pupils form a high percentage of SEND pupils. Pupil Premium SEND pupils to have access to specialist interventions, delivered by a SEND specialist, tailored to their specific needs. These structured interventions based around students' needs will allow them to access the curriculum, and develop their knowledge and skills, enabling them to progress quicker.	A rigorous recruitment process has been established, which includes observations and a rigorous interview procedure. This is overseen by the Executive Principal to ensure the rigour is consistent across all processes	Executive Principal	Autumn Term 2018
Additional Head of Year to support student tracking and support	To close the gap between attainment of Disadvantaged students and all through strong and robust pastoral care and academic tracking	The employment of Heads of Year allows us to gather more information about individual students so we can forensically examine their individual needs and implement strategies suggested by the EEF Teaching and Learning Toolkit that have a positive impact based on each individual child, such as: <ul style="list-style-type: none"> <li>• Aspirations interventions</li> <li>• Behaviour interventions</li> <li>• Collaborative learning</li> <li>• Individualised instruction</li> <li>• Learning styles</li> <li>• Mastery learning</li> <li>• Meta-cognition and self-regulation</li> <li>• Social and emotional learning</li> </ul>	After each Assessment Period, the Head of Year will review their cohort of students with the SLT responsible for that year group to ensure that interventions are having an impact. This will be further quality assured in regular, weekly meetings the Head of Year have with their Pastoral Manager and will be overseen by the Vice Principal with responsibility for Standards and Performance	Executive Principal	October 2018
<b>Total budgeted cost</b>					£74,415
<b>Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
Intervention Sessions	Exam outcomes demonstrate a significant closure of the gap between	The EEF Teaching and Learning Toolkit suggests that extending school time, additional homework, individualised instruction, small	The Pastoral Manager and his team will ensure the intervention programme is well attended by students by	Vice Principal	Half termly following half termly data capture

	Disadvantaged Students and their Non-Disadvantaged peers, in terms of overall outcomes, by Progress 8	group tuition make positive impacts on Disadvantaged Students. Similarly, research based on high achieving local schools and their work with Disadvantaged Students illustrates this has a significant impact on the progress of these students	engaging parents and regularly reviewing the data from internal assessments. Assessment will be used to monitor the effectiveness of the intervention adapting where necessary.		
Intervention Resources	No gap in student progress and attainment between Disadvantaged pupils and Non-Disadvantaged pupils nationally due to access to resources	Extra resources purchased to support student learning at home including access to great technological resources. Students enjoy learning and make rapid progress. The EEF research also echoes this stance.	The use of these resources are monitored closely by the Vice Principal	Vice Principal	Half termly following half termly data capture
Improve literacy resources and facilities at KS3	Literacy skills show significant improvement for Disadvantaged Students across all year groups particularly KS3 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	Extra interventions and resources to build on key literacy skills so that pupils are able to access the curriculum. The EEF's science literature review found that students reading capability was the best predictor of later science achievement. The EEF also found a focus on language and literacy is especially important for pupils with English as an Additional Language.	Half termly literacy working group meeting to evaluate impact of literacy strategies and resources.	Vice Principal	Half termly following half termly data capture
Pupil Guarantee	No gap in student progress and attainment between Disadvantaged pupils and Non-Disadvantaged pupils nationally due to access to resources	Disadvantaged students to receive: <ul style="list-style-type: none"> <li>- Free books, stationery, revision resources</li> <li>- Free educational visits and trips</li> <li>- A free breakfast</li> <li>- £100 towards the cost of uniform</li> <li>- Free access to all intervention and enrichment activities.</li> </ul>	Monitoring of data to record number of families supported, improved links with local and school community. Parental questionnaires to monitor impact through exit interviews	Business Manager	Termly
<b>Total budgeted cost</b>					<b>£60,000</b>

Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Performance Review Meetings	Disadvantaged pupils make similar progress to their peers	The EEF Toolkit states that Parental Engagement increases the attainment and progress rates of Disadvantaged pupils	Annual Parental surveys delivered and analysed to assess the impact of the support provided to parents.	Vice Principal	Half termly following half termly data capture
Visits to Higher Education Institutions	Disadvantaged pupils make similar progress to their peers	Raise aspiration levels for Disadvantaged pupils who have parents that have not attended higher education establishments	Number of Disadvantaged pupils who are NEET is minimised	Senior Vice Principal	Termly
Trips (Eg; Theatre, Museums and International trips)	Disadvantaged pupils make similar progress to their peers	All pupils have access to extra-curricular opportunities and to develop their interests outside of the curriculum is essential to promote a positive view of school, and for their own personal development.  Ensuring that all are able to access educational visits is key to supporting learning and having an engaging curriculum	Use of SIMs Activities to track the uptake of extra-curricular and enrichment by Disadvantaged pupils	Senior Vice Principal	Termly
<b>Total budgeted cost</b>					£12,380

### 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.