Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Eden Boys' School, Birmingham
Pupils in school	601
Proportion of disadvantaged pupils	225 (PP) 37%
Pupil premium allocation this academic year	**£214,875**
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	February 2021
Statement authorised by	Mrs Asiyah Ravat
Pupil premium lead	Miss Sumeya Bhikhu
Governor lead	Mrs Shirley Gornall, Chair

Disadvantaged pupil progress scores for last academic year

Measure	Score
Progress 8	N/A
Ebacc entry	N/A
Attainment 8	N/A
Percentage of Grade 5+ in English and maths	N/A

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	1.29	Aug 2021
Attainment 8	60.44	Aug 2021
Percentage of Grade 5+ in English and maths	73%	Aug 2021
Ebacc entry	80%	Aug 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	– Improve Literacy levels in KS3 by improving literacy resources and facilities – Embedding of Accelerated Reading Programme throughout KS3 – Improved access and extension of the Library stock and facilities – Embed the STAR Readers Programme
Priority 2	– Adding additional capacity in English and Maths to increase number of groups therefore reducing the number of pupils in a class to 20 or below to ensure that the range of approaches a teacher can employ and the amount of attention each pupils receives increase – Appointment of a HLTA to work with targeted pupils to raise achievement for Pupil Premium, Catch Up Premium and LAC pupils
Barriers to learning these priorities address	All pupils are classed as coming from an ethnic minority background. 50.2% of the new Y7 cohort have English as an Additional Language (National Average 17.1%), from these, over half (63%) are also eligible for Pupil Premium. Only 16% of the primary schools in Birmingham have been judged 'Outstanding'. One of our main feeder primary schools (15% of pupils this year) has been judged by Ofsted to be Inadequate for some time. The remaining pupils come from approximately 100 different primary schools.
Projected spending	**£131,766**

Targeted academic support for current academic year

Measure	Activity
Priority 1	**Intervention** After school, weekend and holiday intervention delivered to small groups of pupils
Priority 2	**Performance review meetings (PRMs)** PRMs delivered between senior leaders and parents of students from disadvantaged backgrounds who are underperforming.
Barriers to learning these priorities address	Literacy and Numeracy skills are important for accessing the broader curriculum. The Pupil Premium strategy looks

	to focus resource on improving these skills to facilitate curriculum wide improvements. Extensive research has shown that students achieve more in school when their parents are involved in their education. Improving parental engagement particularly of EAL parents is a priority for the school. The more parents get involved with school the more likely pupils will: - Achieve better grades - Score more highly in tests - Higher attendance rate - Improved social skills - More likely to complete homework - Have a more positive attitude to school - More likely to graduate from Higher education.
Projected spending	**£55,000**

Wider strategies for current academic year

Measure	Activity
Priority 1	**Staffing and resourcing of a Nurture Group for KS3** 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 to include: - Literacy and Numeracy catch up - Emotional and social development - Haven type provision for lunch and break-time - Assistance with homework
Priority 2	**Raising aspirations** Help pupils from disadvantaged backgrounds understand their choices because their family and social networks are less likely to include people from the backgrounds they aspire to. This reduced 'social capital' limits pupils' access to the information and opportunities they need to achieve their aspirations. The school will deliver: – Careers' Fair – Careers' presentations – Impartial careers' guidance. – Visits to Russell Group Universities.
Barriers to learning these priorities address	A high incidence of 'double disadvantage' i.e. students who have both SEND and are eligible for Pupil Premium. Of the 64 SEND students in the school, 46.8% have a double disadvantage of also

	being eligible for Pupil Premium. The school's LSOA is ranked in the3rd decile for the IMD (where 1st is the most deprived) i.e. geographically in the bottom 30% nationally for deprivation indicator. 81% 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).
Projected spending	**£28,109**

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Class sizes in English and Maths are minimised for the least able to ensure targeted support is most efficiently provided. All teaching staff will be required to identify disadvantaged students through their class lists and seating plans to ensure effective assertive monitoring can take place. Middle leaders will be required to present half termly assessment data comparing the progress and attainment of disadvantaged students in relation to non-disadvantaged and all students. The Vice Principal (Standards and Outcomes) will meet termly with the link governor for Pupil Premium to report on the progress and attainment of disadvantaged students.	A half termly audit of class sizes will be undertaken after each assessment point to ensure that class sizes for the least able are minimised to support targeted intervention. Middle leaders will audit teaching files regularly to ensure compliance with school expectations around maintaining class lists and seating plans. Middle leaders will meet with Vice Principal (Standards and Outcomes) after each data capture to analyse the performance of disadvantaged pupils, identify barriers and strategies. Termly link governor notes of visits will reflect challenge and discussion around the data presented in relation to disadvantaged students and their progress and attainment.
Targeted support	The deployment of TAs and other support staff will be directed by the SENDCO to ensure that students with a 'double disadvantage' are receiving	

	appropriate support. The attendance of disadvantaged to students to intervention sessions will be monitored and encouraged. The Pupil Review Meeting (PRM) programme will place an emphasis on students who are designated as disadvantaged to tackle underperformance quickly.	Attendance to intervention will be reported weekly by the Vice Principal (Standard and Performance) Half termly PRM meetings with parents that disadvantage pupils are supported and are on track to achieve successful educational outcomes.
Wider strategies	Ensure that disadvantaged students access the range of leadership programmes and enrichment opportunities Weekly analysis of behaviour and attendance data to monitor attitudes to learning.	Termly audit of participation rates shows that disadvantaged pupils are accessing leadership and enrichment opportunities. The Pastoral Manager will ensure that analysis of behaviour and attendance data has a disadvantaged student focus.

Review: last year's aims and outcomes

Aim	Outcome
Increase the Progress 8 score for disadvantaged students	In 2020 the school achieved a progress 8 score of +1.78 compared to +1.69 in 2019. An increase of 0.09. The national average for non-disadvantage pupils is 0.13.
Improve the Attainment 8 score for disadvantaged students	In 2020 the school achieved an attainment 8 score of 64.89 compared to 64.40.40 in 2019. The national average for non-disadvantage pupils is 50.3
Increase the percentage of disadvantaged students achieving grade 5+ in English and maths	In 2020 89% of pupils achieved grades 9-5 and 99% grades 9-4 in both English and Maths and 34% achieved grades 9-7. In 2019 95% pupils achieved grades 9-5 in both English and Maths and 39% grades 9-7. The national average for non-disadvantage pupils is 50%.

Improve the percentage of disadvantaged students entered for the EBacc	In 2020 91% of pupils were entered for EBacc compared to 81% in 2019 an increase of 10%. The national average for non-disadvantage pupils is 45%.