



Pupil Premium Statement 2016-17 and Action Plan for 2017-18

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?

Eden Boys' School, Bolton received £98,175 of Pupil Premium and £4,954 Catch-up Premium.

Pupil Premium	2016-17
Number of pupils eligible	105
Amount received per pupil	£935
Total Pupil Premium funding received	£98,175
*Catch up Funding received	£4,954

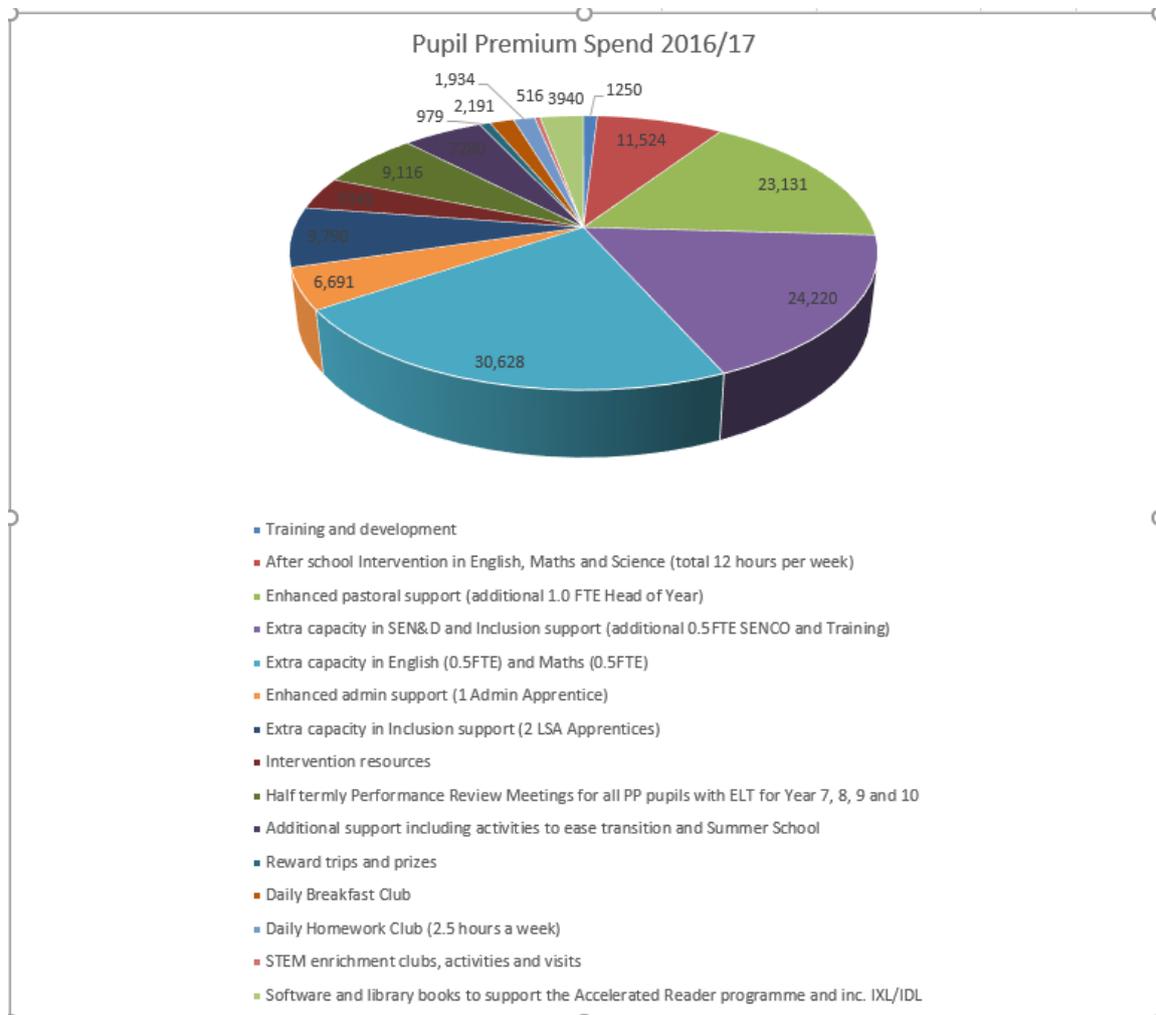
*The mechanism for allocating Catch-up was changed – the amount received was the same amount as 2015/16 but adjusted to reflect changes in cohort size

What did the school spend it on?

Our key objectives for Pupil Premium and Catch up expenditure for 2016/17 were as follows:

- **Outstanding progress:** to ensure through Quality First Teaching and Early Intervention that disadvantaged pupils make significantly better progress than similar pupils nationally; to at least match the progress of other pupils nationally (national averages for ALL pupils); and to match the progress of other pupils in school by remaining 'on track' to make better than expected progress.
- **Full curriculum access:** to ensure disadvantaged pupils are sufficiently literate and numerate to access and succeed in the full curriculum.
- **Enhanced pupil and parental engagement** through enhanced Pastoral and SEND staffing, support and systems; and through high quality induction and transition programmes including the delivery of Summer School for pupils transferring from Primary schools.
- **Breadth of experience:** to enable disadvantaged pupils to engage in a wide range of extra-curricular activities including STEM activities and visits.

Area of Spend	2016-17 £
Training and development	1250
After school Intervention in English, Maths and Science (total 12 hours per week)	11,524
Enhanced pastoral support (additional 1.0 FTE Head of Year)	23,131
Extra capacity in SEN&D and Inclusion support (additional 0.5FTE SENCO and Training)	24,220
Extra capacity in English (0.5FTE) and Maths (0.5FTE)	30,628
Enhanced admin support (1 Admin Apprentice)	6,691
Extra capacity in Inclusion support (2 LSA Apprentices)	9,790
Intervention resources	5345
Half termly Performance Review Meetings for all PP pupils with ELT for Year 7, 8, 9 and 10	9,116
Additional support including activities to ease transition and Summer School	7280
Reward trips and prizes	979
Daily Breakfast Club	2,191
Daily Homework Club (2.5 hours a week)	1,934
STEM enrichment clubs, activities and visits	516
Software and library books to support the Accelerated Reader programme and inc. IXL/IDL	3940
Total Spend	138,535
Pupil Premium Income 2016-17	98,175
Catch Up funding Income 2016-17	4,954
Additional Expenditure	35,406



Why did the school decide to spend it in the way it did?

The school focused its 2016-17 Pupil Premium funds on pupils who are from disadvantaged backgrounds (i.e. pupils who are on Free School Meals FSM or who have been in the last 6 years and those with SEN&D) in an effort to ensure that these pupils made rapid progress towards their achievement targets, particularly in English and Maths.

The highest proportion of the funding was spent on creating extra capacity in the Inclusion Team to enable the provision of additional targeted and focussed support for disadvantaged pupils in receipt of the Pupil Premium and those with SEN&D to develop essential literacy and numeracy skills. In addition the school continued to invest in weekly after-school intervention in the core subjects of English, Mathematics and Science as well as further investment in curriculum related software and intervention resources. This included the employment of additional 0.5FTE English and 0.5FTE Maths teachers. This enabled the school to continue to provide tailored intervention and support to all pupils at risk of under-achieving, continuing to provide the challenge and support needed to ensure all pupils make at least expected progress and the majority to make outstanding progress.

Pupil Premium funding also contributed to enhancing capacity in the school's Pastoral Team through the employment of an additional Head of Year and enhancing admin support. This enabled the school to monitor and follow up every absence and behaviour incident as well as maintaining positive and supportive relationships with disadvantaged pupils and their families. In addition the school has continued to invest in a range of enrichment activities and reward trips as well as mentoring sessions provided through the school's Senior Leaders and from an external provider (Mosaic). Through these initiatives the school was able to maintain the highest levels of attendance and punctuality for disadvantaged pupils and reduce the number of behaviour related incidents leading to exclusions. National data clearly demonstrates that there are strong correlations between poor attendance, exclusions and attainment. Nationally, disadvantaged pupils are more likely to be absent from school and over-represented in exclusions statistics. By focussing on their attendance and behaviour the school created the conditions for them to succeed in their learning and thereby improve their chances of making outstanding progress.

Pupil Premium pupils benefited from Targeted Performance Review Meetings enabling senior leaders, pupils and parents to work together to ensure each PP pupil made outstanding progress. The school also used STEM activities extensively with this cohort of pupils, giving pupils experiences in Science, Technology, Engineering and Maths. National statistics show that disadvantaged pupils often under-achieve in these subjects and are under-represented in STEM-based professions. By providing positive experiences in STEM and exposing disadvantaged pupils to positive role models the school hoped to inspire pupils to believe that they can also be scientists and engineers. These experiences helped to build confidence, resilience and self-esteem.

What difference has the Pupil Premium funding made?

The Pupil Premium has allowed the school to focus its resources more effectively on those pupils who are most likely to underachieve due to their socio-economic background. It has enabled us to secure the objectives we set out to achieve in the current year.

Our monitoring of the attendance and achievement of disadvantaged pupils shows that the Pupil Premium programme is playing an important part in our drive to maximise the attainment and progress of disadvantaged pupils with most making outstanding progress:

Achievement

Nationally, disadvantaged pupils are heavily over-represented in underachievement data. For example in 2015/16 only 37% of pupils from disadvantaged backgrounds achieved 5+ A*-Cs with English and Mathematics compared to a national average for all pupils of 65%.

Nationally, on average, around a half of disadvantaged pupils make Expected Progress in English and Mathematics. Expected progress is not outstanding progress.

At Eden Boys' School, Bolton the vast majority (80% in English and 94% in Maths) are on track to make expected progress and 59% of disadvantaged pupils are on track to make better than expected progress in English. 'Better than expected progress' from Key Stage 2 to 4 is deemed to be outstanding. In Mathematics over 75% of disadvantaged pupils are on track to make outstanding progress which compares very well with national figures where only around a third (34%) of all (i.e. not just disadvantaged) pupils make better than expected progress.

Percentage of pupils on track to make expected progress.

	Non-PP Eden	PP Eden	Eden Difference	National overall	Eden PP vs National overall
English	88.8%	80.4%	-8.4%	74%	+6.4%
Maths	95.3%	94.1%	-1.2%	69%	+25.1%

Percentage of pupils on track to make better than expected progress.

	Non-PP Eden	PP Eden	Eden Difference	National overall	Eden PP vs National overall
English	65.8%	58.8%	-7.0%	34%	+24.8%
Maths	75.2%	68.6%	-6.6%	35%	+33.6%

Forecast outcomes at end of KS4

	Non- disadvantaged pupils: national headlines in 2016	Disadvantaged Pupils: National headlines in 2016	All pupils: National Headlines in 2016	School level – forecast outcomes 2019 for disadvantaged pupils (Y10)	School level – forecast outcomes 2018 for disadvantaged pupils (Y11)
Pupils achieving English and Mathematics at level 4 or above	70.6% (Grade C or above)	43.1% (Grade C or above)	63% (Grade C or above)	92.9% (Grade 4 or above)	93.3% (Grade 4 or above)
Pupils entered for English Baccalaureate	45.2%	25.2%	40%	75%	86.7%
Pupils achieving English Baccalaureate (Standard Pass)	29.7%	11.7%	25%	71.4%	86.7%

Nationally, when analysing 'expected progress', there is a huge gap of around **20 percentage points** between the progress made by pupils from disadvantaged backgrounds and others in both English and Mathematics.

At Eden Boys' School, Bolton the gaps are much smaller. For 'expected progress' the gaps are 8.4% in English and 1.2% in Maths compared to the 20%+ gaps nationally. There are also small gaps for 'outstanding progress'. In English there was a small gap (-7%) between those pupils who received the Pupil Premium and all others at the end of 2016-17. In Mathematics the gap was slightly lower than that in English (-6.6%). Both of these are significantly less than that found nationally.

In analysing outstanding progress; **Eden Boys'** Pupil Premium pupils **outperform** the national average for **all pupils** by **24.8%** in English **and 33.6%** in Mathematics.

At Eden Boys', the forecasts for disadvantaged pupils **achieving Grade 4 or better** in both English and Maths are substantially higher in both Year 10 (92.9%) and Year 11 (93.3%) than that achieved by non-disadvantaged pupils (70.6%), disadvantaged pupils (43.1%) and all pupils (63%) nationally in 2016.

Similarly, the proportion of disadvantaged pupils **entered for the English Baccalaureate** are significantly higher at Eden Boys' in both Year 10 (75%) and Year 11 (86.7%) compared to a national figures of 45.2% for non-disadvantaged pupils, 25.2% for disadvantaged pupils and 40 % for all pupils .

In terms of disadvantaged pupils **achieving the English Baccalaureate**, at Eden Boys' the forecasts for Year 10 (71.4%) and Year 11 (86.7%) are substantially higher than that achieved nationally by non-disadvantaged pupils (29.7%), disadvantaged pupils (11.7%) and all pupils (25%).

Attendance and Exclusion

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.

At Eden Boys' School, Bolton the overall attendance for 2016/17 was 97.7% compared to the national average for secondary schools of 95%. The average attendance for children from disadvantaged backgrounds at Eden was 97.42% compared to the national average for FSM pupils of 92%.

FSM children nationally are 3 times more likely to be absent from school than FSM pupils at Eden.

There have been no (0%) permanent exclusions at Eden Boys' in the past year. This is significantly better than National figure where last year 0.3% of FSM pupils were permanently excluded. There were also no fixed term exclusions for FSM pupils at Eden compared to a national rate of 17.49% for the same group.

Absence from school

	FSM	Non-FSM	Overall	Difference
National	8%	4.5%	5.0%	3.5% (FSM)
Eden Bolton	2.4% (FSM) 2.58% (PP)	2.23% (non-FSM) 2.13% (Non PP)	2.3%	0.17% (FSM) 0.45% (PP)

Permanent Exclusions from school

	FSM	Non-FSM	Overall	Difference
National	0.3%	0.08%	0.13%	0.22%
Eden Bolton	0%	0%	0%	0.00%

Fixed term exclusions from school

	FSM	Non-FSM	Overall	Difference
National	17.49%	4.76%	6.62%	13.03%
Eden Bolton	0%	0.7%	0.53%	-0.17%

How was Catch-Up Premium spent in 2016-17?

In 2016-17 the Catch Up funding was used to offset the costs of targeted literacy and numeracy interventions for all pupils who entered Eden Boys' School, Bolton at a level that was below the nationally expected level for their age group in English or Mathematics. In addition pupils eligible for Catch-up Funding received half termly Parent Review Meetings, with a bespoke intervention plan, led by a member of the SLT. As part of the intervention plan, targeted pupils also received small group tuition for literacy tailored to their individual needs and delivered by a literacy specialist.

Pupil Premium Action Plan for 2017/18

What is the Pupil Premium and Catch up allocation for 2017-18?

Pupil Premium	2017-18
Number of pupils eligible	129
Amount received per pupil	£935
Total Pupil Premium funding received	£120,615
Catch Up Funding	2017-18
Total Catch-up funding received	£6,116

How are we going to allocate the Pupil Premium for 2017/2018?

The Pupil Premium and Catch Up funds will continue to be used to make sure disadvantaged pupils at Eden consistently **outperform similar pupils nationally, to at least match the average performance for all pupils nationally** and to further **reduce any gaps** between the performance of disadvantaged pupils and other pupils at Eden. The school continues to focus its Pupil Premium funding on supporting pupils from disadvantaged backgrounds to **remove barriers to learning**, build confidence and self-esteem and make outstanding progress.

Barriers to future attainment for pupils eligible for PP, including those who are more able	
In-school barriers	
A	Low level literacy skills - Pupil Premium pupils transferring from primary schools have lower levels of literacy (reading and writing) skills i.e. they are consistently over represented at the lower levels of English scores and consistently under-represented at the higher levels when compared to non-Pupil Premium pupils. For example Year 9 Pupil Premium pupils were 4 times more likely to be in the low attaining group for English scores at KS2 than pupils who were non-Pupil Premium. In Year 8 non-Pupil Premium pupils were 2.5 times more likely to attain English scores at the higher levels at KS2 when compared to Pupil Premium pupils
B	Extended writing , including spelling, punctuation and grammar, is less well developed. Key Stage 2 data for Years 8 – 10 shows that disadvantaged pupils had lower prior attainment on Writing Teacher Assessment with around 10% of Years 8-10 being classified as LPA for Writing on entry.
C	Low level numeracy skills - Pupil Premium pupils transferring from primary schools have lower levels of numeracy skills i.e. they are consistently over represented at the lower levels of Maths scores and consistently under-represented at the higher levels when compared to non-Pupil Premium pupils. For example in Year in Year 9 Pupil Premium pupils were around 5 times more likely to be in the low attaining group for Maths scores at KS2 than pupils who were non Pupil Premium. In Year 9 non-Pupil Premium pupils were twice as likely to attain Maths scores at the higher levels at KS2 when compared to Pupil Premium pupils on entry.
External Barriers	
A	EAL: All pupils at Eden are classed as being from an ethnic minority background. 52% of pupils have English as an Additional Language (National Average 15.7%). Of the 196 pupils with EAL, almost half (46%) are also eligible for Pupil Premium.
B	Deprivation: the school's main catchment areas are areas of high deprivation with the 3 key wards (Halliwell, Crompton and Rumworth) rated as amongst the 10% most deprived wards in the Country. Specific issues include low parental incomes, overcrowded households, poor health, including mental health, low levels of adult participation in Higher Education.
C	SEND: a high incidence of 'double disadvantage i.e. pupils who have both SEND and are eligible for Pupil Premium. Of the 53 SEN pupils in the school, 47% have a double disadvantage of also being eligible for Pupil Premium.

Key Objectives

Our key objectives for Pupil Premium and Catch up expenditure for 2016/17 are as follows:

- **Outstanding progress:** to ensure through Quality First Teaching and Early Intervention that disadvantaged pupils make significantly better progress than similar pupils nationally; to at least match the progress of other pupils nationally (national averages for ALL pupils); and to match the progress of other pupils in school by remaining 'on track' to make better than expected progress as measured by progress 8 (+0.37)
- **Full curriculum access:** to ensure disadvantaged pupils are sufficiently literate and numerate to access and succeed in the full curriculum.
- **Enhanced pupil and parental engagement** through enhanced Pastoral and SEND staffing, support and systems; and through high quality induction and transition programmes including the delivery of Summer School for pupils transferring from Primary schools.
- **Breadth of experience:** to enable disadvantaged pupils to engage in a wide range of extra-curricular activities including STEM activities and visits.

The School will utilise the funds to deliver the following strategies:

- Provide more training and development in teaching and learning drawing on best practice to make sure disadvantaged pupils regularly access outstanding lessons enabling them to continue to make outstanding progress.
- Enhance staffing capacity especially in English to provide high quality intervention and support for all pupils who are at risk of underachievement in all subjects with a particular focus on English, Maths and Science
- Continue to provide enhanced pastoral care by recruiting of a Pupil Services Manager and an additional 0.5FTE Head of Year to ensure the highest levels of attendance, punctuality and behaviour so that disadvantaged pupils can be totally focussed on achieving their challenging targets.
- Enhance the admin team to provide additional capacity to follow up all incidents of absence from school, organise Performance Review Meetings and provide detailed data and reports on the attendance, exclusion and achievement/progress of Pupil Premium pupils.
- Provide access to a greater and more varied menu of enrichment activities (particularly around STEM) and positive role models to enable disadvantaged pupils to broaden their experiences and inspire them to succeed in a wide range of subjects.
- Continue to provide a wide range of rewards and trips to encourage and motivate disadvantaged pupils to have the highest levels of attendance, punctuality and behaviour; and to continue to make outstanding progress
- Provide access to a wide range of extra-curricular sporting and adventure activities to engage and motivate pupils as well as encouraging healthy lifestyles.
- Provide free breakfast Club every morning to ensure disadvantaged pupils start the day well
- Provide access to in-school homework Club to enable disadvantaged pupils to carry out homework with support from staff and access to ICT equipment
- Deliver well-resourced Induction and Transition Programmes including Summer School for pupils transferring from Primary School
- Invest in specialist software and additional ICT that will help disadvantaged pupils and those with SEN&D to improve their literacy and numeracy skills.
- Pupils eligible for the Pupil Premium will receive enhanced access to Parent Review Meetings held with a member of the Extended Leadership Team half-termly.
- Provide mentoring support to pupils from disadvantaged families.
- Provide targeted parenting workshops so that parents of disadvantaged pupils will be able to better support their sons at home.
- Quality Assurance of the intervention and revision programmes.

Pupil Premium Spending Plan 2017 – 18

Areas of Spend	2017-18 £
Training and development	5,000
After school Intervention in English, Maths and Science (total 12 hours per week)	11,524
Enhanced pastoral support (additional 0.5 FTE Head of Year)	11,566
Extra capacity in Pastoral and Inclusion support (Pupil Services Manager)	34,731
Extra capacity in English 1.0 FTE	25,343
Enhanced admin support (Business Support Officer)	12,550
Extra capacity in Inclusion support (1 TLA)	15,149
Intervention resources	7,754
Half termly Performance Review Meetings for targeted PP pupils with ELT	9,116
Summer School	1,000
Reward trips and prizes	2,081
Daily Breakfast Club	2,191
Daily Homework Club (2.5 hours a week)	1,934
STEM enrichment clubs, activities and visits	632
Software and library books to support the Accelerated Reader programme and inc. IXL/IDL	2,131
Total Spend	142,702
Pupil Premium Income 2017-18	120,615
Catch Up funding Income 2017-18	6,116
Additional Expenditure	15,971

Catch-Up Funding has been incorporated into the above plan. It will be used to ensure any pupils who arrive at Eden with literacy or numeracy levels below age-related expectations will receive targeted support/intervention in English and Maths starting in the first half-term at Eden.

How will the impact of Pupil Premium spending be measured?

The main objective for Pupil Premium funding is to raise the achievement (Progress) and attainment of disadvantaged pupils and reduce the difference between them and other pupils in key measures of these.

The impact of Pupil Premium spending will therefore be measured by analysing the performance of Disadvantaged pupils at Eden Boys' and comparing this with national averages for all pupils and for non-disadvantaged children. The school has set itself challenging targets which, if achieved, would place the school in the top 5% for the measures shown below.

1. 70% of Year11 disadvantaged pupils achieving Grades 9-5 in English and Mathematics.
2. 70% of Year 7 to Year 10 disadvantaged pupils on track to achieve Grade 9-5 in English and Maths
3. 32% of Year 11 disadvantaged pupils achieving the English Baccalaureate.
4. 32% of Year 7 to Year 10 disadvantaged pupils on track to achieve the English Baccalaureate
5. Disadvantaged pupils on track to deliver overall 'Progress 8' score of +0.37 at GCSE
6. 97% attendance for Disadvantaged pupils.

Interim Review Date	March 2018	Final Review Date	July 2018
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