

Pupil Premium Strategy / Self-Evaluation (Secondary)



1. Summary Information					
School	Eden Boys' School, Bolton				
Academic Year	2017/18	Total PP Budget	£114,069.00	Date of Most Recent PP Review	Nov 2018
Total number of pupils	501	Number of pupils eligible for PP	122	Date for next internal review of this strategy	Mar 2019
2. Current Attainment					
			<i>Pupils eligible for PP (Eden Boys')</i>	<i>Pupils not eligible for PP (national average 2017)</i>	
Progress 8 score average			+1.10	+0.11	
Attainment 8 score average			60.8	49.8	
Achieving Grade 5 or above in English and Maths			80.0%	49.4%	
Achieving Grade 4 or above in English and Maths			93.0%	70.6%	
Overall Absence			2.7%	5.40% (national average for all pupils)	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic Barriers (issues to be addressed in school, such as poor literacy skills)					
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 10 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 9 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 9 – 11 shows that disadvantaged pupils had lower prior attainment on Writing Teacher Assessment with around 10% of Years 9-11 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 10 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 10 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.				
Additional barriers (including issues which also require action outside school, such as low attendance rates)					
D.	EAL: All pupils at Eden are classed as being from an ethnic minority background. 45% of pupils have English as an Additional Language (National Average 17%). Of the 228 pupils with EAL, almost half are also eligible for Pupil Premium. 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. 64% of all students live in the 30% most deprived areas in the Country.				

	SEND: a high incidence of 'double disadvantage' i.e. pupils who have both SEND and are eligible for Pupil Premium. Of the 71 SEN pupils in the school, almost half have a double disadvantage of also being eligible for Pupil Premium.			
4. Intended outcomes (specific outcomes and how they will be measured)			Success Criteria	
A.	Disadvantaged pupils achieving English and Mathematics at level 4 or above (and 5 and above)		90% at 4 and above 80% at 5 and above	
B.	Progress 8 for disadvantaged students in English and Maths		+1.00 in English +1.00 in Maths	
C.	Overall attendance for disadvantaged students Persistent Absence for disadvantaged students		97% Less than 3%	
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
Training, development and Professional Services	High quality T&L leading to high levels of attainment and progress for PP (and all students)	GCSE results show PP and 'All' students attainment and progress in the top 5% of all schools. PP students outperforming the national levels for all students and for those who are not disadvantaged	Worked well, essential to continue.	4,975.00
After school Intervention in English, Maths and Science (total 12 hours per week)	High quality targeted intervention in key subjects leading to outstanding performance for PP and all Students.		Crucial in ensuring disadvantaged students continue to excel at Eden. Will continue.	16,974.91
Extra capacity in Pastoral and Inclusion support (Pupil services Manager)	Targeted support for students with additional needs		SENCO duties incorporated into one person. More emphasis on training and upskilling LSAs and teaching staff.	33,680.09
Extra capacity in English (0.5FTE) and Maths (0.5FTE)			Enabled more targeted lessons and extra intervention/revision within timetable and after school. Will continue.	30,628.00
Extra capacity in Inclusion support (1 LSA)			Disadvantaged students with SEN have done well and benefit from targeted small group and withdrawal provided by LSAs. Extra LSAs appointed and more to be appointed as needed.	20,006.63
Intervention resources			Extra resources for intervention have been useful and supported the overall intervention strategy – to continue.	4,931.39

Daily Homework Club (2.5 hours a week)	Regular and free access to resources and facilities to ensure all students can spend quality time in carrying out homework		Essential to ensuring disadvantaged students can get help with homework in school. To continue.	2,565.76
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
Half termly Performance Review Meetings for all PP pupils with ELT for Year 7, 8, 9 and 10	Targeted students to have a detailed action plan to ensure staff, students and parents know exactly what action they will take to increase motivation and achieve outstanding progress and attainment	GCSE results show PP and 'All' students attainment and progress in the top 5% of all schools. PP students outperforming the national levels for all students and for those who are not disadvantaged	Essential and will continue.	6,679.03
Additional support including activities to ease transition and Summer School	Ensure successful transition	LC/HoY conversations with targeted students and their families demonstrate that transition was successful	Essential and will continue.	1,653.92
Daily Breakfast Club	Ensure disadvantaged students regularly have breakfast and start the day ready to learn.	Good take up of breakfast by disadvantaged and other students. Results (see above) are outstanding – showing that disadvantaged students are not being distracted from learning or losing focus because of hunger.	Essential and will continue.	3,098.87
Software and library books to support the Accelerated Reader programme and inc. IXL/IDL	Ensure Disadvantaged students have access to high quality resources inc. ICT resources to ensure outstanding progress in literacy and numeracy	Excellent progress and attainment in English Maths demonstrates that our strategy inc. the use of these resources has had a very beneficial impact on disadvantaged students.	Extra resources definitely enhance the learning of disadvantaged students. Need to explore if there are even better resources we could invest in.	2,992.46
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
Reward trips and prizes	Encourage and motivate disadvantaged students to attend regularly and work hard.	Attendance and progress of disadvantaged students is outstanding – these trips contribute to creating a climate where students want to come to school and work hard.	Essential part of our offer to encourage and motivate students. To continue	1,974.00

Enhanced pastoral support	Ensure disadvantaged students have regular access to a dedicated Head of Year to ensure high levels of attendance, punctuality and behaviour; and to ensure any issues outside the classroom are dealt with so that students can focus on learning	Attendance, punctuality and behaviour at the school are outstanding. Parents of disadvantaged regularly attend meetings in school to discuss the progress of their sons.	Extra pastoral support has enabled outstanding pastoral outcomes for disadvantaged students. To continue.	15,289.00
Enhanced admin support (Business Support Officer)	Ensure teaching staff have access to admin to free them up to focus on delivering high quality lessons and ensure maximum progress for disadvantaged students.	Teachers have given positive feedback relating to having access to extra admin support.	Positive feedback shows this is welcome and needed.	23,690.51
				138511.57

6. Planned Expenditure

Academic Year 2018/19

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?
Training and development	Improved pedagogy – outstanding Teaching and learning	Creating a culture of continuous reflection and improvement of teaching will enhance the quality of learning	Evaluation of CPD and Lesson observations, learning walks, student data analysis and book scrutiny to show quality of teaching is improving	SGD/CBR	Termly
Extra capacity in English and Maths	Sustain and improve the outstanding outcomes for disadvantaged and all students in these key subjects	GCSE qualifications in Eng. and Maths are crucial for all students. By enhancing the teaching of these and enabling small group intervention/challenge sessions for targeted students we can ensure we maintain outstanding levels of progress in these subjects.	Lesson observations, learning walks, student data analysis and book scrutiny to show quality of teaching is improving	DoL English and Maths	Half termly

Intervention resources	Enhance support for the students at greatest risk of not meeting national benchmarks	Access to high quality resources will enhance the quality of intervention and free teachers up to teach i.e. they won't have to create the resources.	QA of intervention	SGD/CBR	Termly
Total budgeted cost					£44,700
Targeted support					
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?
Enhanced pastoral support	Maintain and improve outstanding levels of attendance, punctuality and behaviour	Access to highly personalised pastoral support will ensure that disadvantaged students attend, regularly, on time and ready to learn.	QA of lessons and monitoring of attendance/punctuality levels.	RFO/YMO	Half termly
Extra capacity in inclusion support	Maintain and improve outcomes for disadvantaged students and those with SEND	Enhanced support for the most vulnerable students will ensure they have full access to the curriculum	QA of lessons and review of outcomes for targeted students	SIB	Half termly
Half termly Performance Review Meetings for targeted students	Maintain and improve outcomes for disadvantaged students and those with SEND	Targeted meetings for students at risk of underachievement will help them to re-focus their efforts. Parents will know exactly what they need to do at home to support their sons with school work.	Analysis of outcome data for targeted students	SGD	Half termly
Software and equipment to support literacy and numeracy	Maintain and improve levels of literacy and numeracy for disadvantaged students and those with SEND	Effective use of exciting new software will allow targeted students to practice and hone key skills. Self-checking software enables them to target areas that they are struggling with.	Analysis of Literacy and numeracy through assessment. Improved Grades in Eng/Maths.	SIB/DoLs	Half termly
Total budgeted cost					£60,000
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?
Summer School	Ensure smooth transition to secondary school	Disadvantaged students and those with SEND are known to find the transition from primary to secondary particularly challenging.	Build on plans in past two years. Use feedback to further improve the experience.	SIB/HoY	On completion

Reward trips and prizes	Maintain and improve levels of attendance, punctuality and behaviour	By targeting rewards at those students with the best levels of attendance, punctuality and behaviour we can motivate and encourage to student to continue to improve in these key areas.	Link the rewards and prizes to the STAR Diploma – students know in advance what the criteria is for accessing rewards and prizes.	YMO	Half termly
Daily breakfast club	Students get the day off to a good start	It is well known that having breakfast helps students to maintain concentration in lessons and aids the learning process.	Already in place	SPA	Termly
Daily homework club	Students have access to excellent resources and facilities to do their homework.	Disadvantaged students often fail to do their homework. Often this is linked to lack of space, resources and support for their homework at home.	Already in place	RFO	Half termly
Enhanced admin support	Teachers plan and mark better	Providing access to good quality admin support frees up teachers from time consuming activities and enables them to focus on Teaching and learning	QA of lessons and books.	SGD/CBR	Termly
Total budgeted cost					£37,000

7. Additional detail

Our key objectives for Pupil Premium and Catch up expenditure for 2018/19 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 All non PP 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 and a wide range of fun, experiential and educational visits.