

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



1. Summary Information					
School	Eden Boys' School, Bolton				
Academic Year	2019/20	Total PP Budget	£143,990	Date of Most Recent PP Review	October 2019
Total number of pupils	599	Number of pupils eligible for PP	154	Date for next internal review of this strategy	March 2020
2. Current Attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils Disadvantaged (national average)</i>	
Progress 8 score average			+0.478	-0.44	
Attainment 8 score average			41.93	36.7	
Percentage of pupils attaining grades 9-5 in English and mathematics			37.5	24.9	
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 literacy skills</b> - 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 <b>were 4 times more likely</b> 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 <b>2.5 times more likely</b> to attain English scores at the higher levels at KS2 when compared to Pupil Premium pupils				
B.	<b>Extended writing</b> , 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.	<b>Low level numeracy skills</b> - 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 <b>5 times more likely</b> 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 <b>twice as likely</b> to attain Maths scores at the higher levels at KS2 when compared to Pupil Premium pupils on entry.				
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )					
D.	<p><b>EAL:</b> All pupils at Eden are classed as being from an ethnic minority background. 52% of pupils have English as an Additional Language (National Average 17%). Of the 312 pupils with EAL, almost half are also eligible for Pupil Premium.</p> <p><b>Deprivation:</b> 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.</p> <p><b>SEND:</b> a high incidence of 'double disadvantage i.e. pupils who have both SEND and are eligible for Pupil Premium. Of the 96 SEN pupils in the school, almost a third have a double disadvantage of also being eligible for Pupil Premium.</p>				

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)	4+ 85%, 5+ 76%
B.	Progress 8 for disadvantaged students in English and Maths	+1.0
C.	Overall attendance for disadvantaged students	98%
D.	Persistent Absence for disadvantaged students	Less than 4%

#### 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 and development	Improved pedagogy – outstanding Teaching and learning	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.	£6,900
Extra capacity in English and Maths	Sustain and improve the outstanding outcomes for disadvantaged and all students in these key subjects		SENCO duties incorporated into one person. More emphasis on training and upskilling LSAs and teaching staff.	£26,750
Intervention & intervention resources	Enhance support for the students at greatest risk of not meeting national benchmarks		Extra resources for intervention have been useful and supported the overall intervention strategy – to continue.	£21,325

##### 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
Enhanced pastoral support	Maintain and improve outstanding levels of attendance, punctuality and behaviour	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.	£16,226

Extra capacity in inclusion support	Maintain and improve outcomes for disadvantaged students and those with SEND	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	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
Half termly Performance Review Meetings for targeted students	Maintain and improve outcomes for disadvantaged students and those with SEND	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.	£8,477
Software and equipment to support literacy and numeracy	Maintain and improve levels of literacy and numeracy for disadvantaged students and those with SEND	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.	£2,972
<b>Other approaches</b>				
<b>Action</b>	<b>Intended Outcome</b>	<b>Estimated Impact:</b> Did you meet the success criteria? (include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Summer School	Ensure smooth transition to secondary school	Good take up of Summer School by disadvantaged students to help narrow gaps by end of term.	Continue but publish dates to parents early to avoid low uptake as a result of holidays already booked.	£1,951
Reward trips and prizes	Maintain and improve levels of attendance, punctuality and behaviour	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	£1,752
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.	£3,338
Daily homework club	Students have access to excellent resources and facilities to do their homework.	IT access and adult support for students who may not have access to the internet or the relevant support at home.	Homework club is well attended. To continue but try to target pupil premium students to maximise the attendance.	£3,388

Enhanced admin support	Teachers plan and mark better	Teachers have given positive feedback relating to having access to extra admin support.	Positive feedback shows this is welcome and needed.	£23,690
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## 6. Planned Expenditure

Academic Year 2019/20

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	Principal and Assistant Principal	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	Principal and Assistant Principal	Termly
<b>Total budgeted cost</b>					<b>£40,733</b>
<b>Targeted support</b>					

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.	Assistant Principal and Pastoral Manager	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	SEN Lead	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	Principal	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.	SEN Lead/DoLs	Half termly
<b>Total budgeted cost</b>					£72,735
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.	Pastoral Manager	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.	Pastoral Manager	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	Business Manager	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	Assistant Principal	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.	Principal and Assistant Principal	Termly

**Total budgeted cost** £37,039

### 7. Additional detail

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

Our key objectives for Pupil Premium and Catch up expenditure for 2019/20 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.