

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Eden Boys' School Bolton
Number of pupils in school	621
Proportion (%) of pupil premium eligible pupils	25.76%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	13/11/2023
Date on which it will be reviewed	31/08/2024
Statement authorised by	Arshad Ashraf (Principal)
Pupil premium lead	Arshad Ashraf (Principal)
Governor / Trustee lead	Nasima Dasu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,083
Recovery premium funding allocation this academic year	£44,508
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£209,591

Part A: Pupil premium strategy plan

Statement of intent

Our key objectives for Pupil Premium for 2023/24 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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	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 overrepresented 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
2	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.
3	Low level numeracy skills - Pupil Premium pupils transferring from primary schools have lower levels of numeracy skills i.e. they are consistently overrepresented at the lower levels of Maths scores and consistently under-represented at the higher levels when compared to 3 non-Pupil Premium pupils. For example, in Year 11 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 11 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.
4	EAL: All pupils at Eden are classed as being from an ethnic minority background. 67.74% of pupils have English as an Additional Language (National Average 17%). Of the 422 pupils with EAL, 26.97% are 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 89 SEN pupils in the school, over a third have a double disadvantage of also being eligible for Pupil Premium.
5	To catch up on the learning that has been missed due to COVID-19.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils achieving English and Mathematics at level 4 or above (and 5 and above)	75.8% = 4+ 51.5% = 5+
Progress 8 for disadvantaged students in English and Maths	+0.52
Overall attendance for disadvantaged students	Delivering outstanding levels of Attendance(97%) Punctuality(99%)
Persistent Absence for disadvantaged students	The percentage of all pupils who are persistently absent being below <9.4%

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and development	Creating a culture of continuous reflection and improvement of teaching will enhance the quality of learning	1, 2, 3
Extra capacity in English and Maths	GCSE qualifications in English 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.	1, 2, 3
Intervention resources	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.	5
Targeted tuition and catch-up sessions	Small group tuition delivered by curriculum specialists will close the gap and is an essential ingredient of an effective Pupil Premium strategy. This is supported by the EEF Pupil Premium Guide.	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced pastoral support	Access to highly personalised pastoral support will ensure that disadvantaged students attend, regularly, on time and ready to learn.	4, 5
Extra capacity in inclusion support	Enhanced support for the most vulnerable students will ensure they have full access to the curriculum	4, 5

Half termly Performance Review Meetings for targeted students	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 child with schoolwork.	4
Software and equipment to support literacy and numeracy	Effective use of exciting new software will allow targeted students to practice and develop key skills. Self-checking software enables them to target areas that they are struggling with.	1, 2, 3
Additional literacy support	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) As part of this, the school will enhance reading (reading tests, bedrock, star readers). EEF Teaching and Learning Toolkit suggests that evidence of these strategies is strong - Reading comprehension strategies EEF	1, 2, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer School	Disadvantaged students and those with SEND are known to find the transition from primary to secondary particularly challenging. Activities to help students develop resilience, confidence and settle well in a high school environment .	4, 5
Reward trips and prizes	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.	4

	Increasing Pupil Motivation EEF (educationendowmentfoundation.org.uk)	
Daily breakfast club	All pupils have access to free and heavily subsidised breakfast clubs Magic Breakfast EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Daily homework club	Disadvantaged students often fail to do their homework. Often this is linked to lack of space, resources and support for their homework at home.	5
Enhanced admin support	Providing access to good quality admin support frees up teachers from time consuming activities and enables them to focus on teaching and learning	1, 2, 3, 4, 5
To raise aspirations and ambition for students	Revision workshops to accelerate progress. Access to a range of extra-curricular clubs and student leadership opportunities to develop character and leadership skills. High quality careers education programme delivered throughout years 7-11. An Unequal Playing Field report.pdf (publishing.service.gov.uk) Careers education EEF (educationendowmentfoundation.org.uk)	4
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Daily attendance checklist carried out within first 10 mins of registers opening. Parent phone calls made immediately and where necessary, home visits delivered by 9.00am. Meetings at start of year (2023/24) between SLT and parents of students categorised as below target on attendance Risk Register for 2022/23. Termly reward treats for students are awarded to motivate and continue to improve attendance.	4, 5

Total budgeted cost: £215,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

In 2023, exams returned to the rigour and standards of pre-pandemic levels with the removal of lenient marking and generous grading. In 2023, the school achieved the following outcomes with students from disadvantaged backgrounds (compared with 2022 outcomes nationally):

	National achievement 2019 for non-disadvantaged pupils	Achievement of disadvantaged pupils in school: 2023	Gap between achievement of disadvantaged pupils in school and non-disadvantaged pupils nationally
Progress 8	0.13	0.52	+0.39
Attainment 8	50.1	47.0	-3.1
9-4 in English and mathematics	72%	76%	+4%
9-5 in English and Maths	50%	52%	+2%
Achieving English Baccalaureate	24%	18%	-6%
EBacc Average Points Score	4.4	4.2	-0.2
Entered for English Bacc	43%	88%	+45%

The Pupil Premium allows us to focus our resources more effectively on those students who are most likely to fail to achieve due to their socio-economic background.

Externally provided programmes

Programme	Provider
Sparx	Hegarty Maths
SISRA	Juniper Education Services
Reading Cloud	Capita ESS

Toot toot safeguarding platform	Tootoot Ltd
Educake	Educake Ltd.
Languagenut	Languagenut Ltd.
Lexia Programme	Lexia
Kerboodle	OUP
Lablogger	Lablogger
ReadingWise	ReadingWise
Bedrock	Bedrock

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety. In-school strategies include regular briefings, curriculum guidance events for parents and pupils, revision guidance events and booklets and use of virtual learning platforms to continue dialogue with learners beyond the school day.
- utilising support from our local [Mental Health Support Team](#) and mentoring of learners with emotional and behavioural needs will support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award, National Citizens Service, Star Citizen Award, Leadership days and Star Diploma) will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.