

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	620
Proportion (%) of pupil premium eligible pupils	27.21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	04/01/2024
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	£0
Total budget for this academic year	£209,591

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Enable disadvantaged pupils to engage in a wide range of extracurricular activities including a wide range of fun, experiential and educational visits.
- Implement targeted support programs tailored to the specific needs of disadvantaged pupils, addressing both academic and non-academic barriers to their progress.
- Regularly monitor and evaluate the impact of interventions on the academic attainment and well-being of disadvantaged pupils, adjusting strategies as necessary to ensure continual improvement.

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	<p>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.</p> <p>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 pupils live in the 30% most deprived areas in the Country.</p> <p>SEND: a high incidence of 'double disadvantage i.e. pupils who have both SEND and are eligible for Pupil Premium. Of the 89 SEND pupils in the school, over a third have a double disadvantage of also being eligible for Pupil Premium.</p>

5	To catch up on the learning that has been missed due to COVID-19.
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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 pupils in English and Maths	+0.52
Overall attendance for disadvantaged pupils	Delivering outstanding levels of: <ul style="list-style-type: none">• Attendance (97%)• Punctuality (99%)
Persistent Absence for disadvantaged pupils	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 pupils. By enhancing the teaching of these and enabling small group intervention/challenge sessions for targeted pupils 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 pupils attend, regularly, on time and ready to learn.	4, 5
Extra capacity in inclusion support	Enhanced support for the most vulnerable pupils will ensure they have full access to the curriculum	4, 5
Half termly Performance Review Meetings for targeted pupils	Targeted meetings for pupils 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 pupils 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 pupils 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 pupils and those with SEND are known to find the transition from primary to secondary particularly challenging. Activities to help pupils develop resilience, confidence and settle well in a high school environment .	4, 5
Reward trips and prizes	By targeting rewards at those pupils with the best levels of attendance, punctuality and behaviour we can motivate and encourage to pupil to continue to improve in these key areas. Increasing Pupil Motivation EEF educationendowmentfoundation.org.uk	4
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 pupils 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 pupils	Revision workshops to accelerate progress. Access to a range of extra-curricular clubs and pupil leadership opportunities to develop character and leadership skills. High quality careers education programme delivered throughout years 7-11.	4

	An Unequal Playing Field report.pdf (publishing.service.gov.uk) Careers education EEF (educationendowmentfoundation.org.uk)	
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	<p>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 pupils categorised as below target on attendance Risk Register for 2022/23.</p> <p>Termly reward treats for pupils are awarded to motivate and continue to improve attendance.</p>	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 pupils from disadvantaged backgrounds (compared with 2023 outcomes for **non-disadvantaged pupils nationally**):

	National achievement 2023 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	0.17	0.52	+0.39
Attainment 8	50.2	47.0	-3.20
9-4 in English and mathematics	73%	76%	+3%
9-5 in English and Maths	52%	52%	0%
Achieving English Baccalaureate	20%	18%	-2%
EBacc Average Points Score	4.4	4.2%	-0.2
Entered for English Bacc	43%	88%	+45%

In 2023, the school achieved the following outcomes with pupils from disadvantaged backgrounds (compared with 2023 outcomes for **disadvantaged pupils** nationally):

	National achievement 2023 for disadvantaged pupils	Achievement of disadvantaged pupils in school: 2023	Gap between achievement of disadvantaged pupils in school and disadvantaged pupils nationally
Progress 8	-0.57	0.52	+1.09
Attainment 8	34.9	47.0	+12.10
9-4 in English and mathematics	43%	76%	+33%
9-5 in English and Maths	25%	52%	+27%
Achieving English Baccalaureate	7%	18%	+11%
EBacc Average Points Score	2.97	4.2%	+1.23
Entered for English Bacc	28%	88%	+60%

The data demonstrates that the school has made progress in:

- Improving Progress 8 scores, indicating enhanced overall academic attainment and progress across a diverse range of subjects and pupil cohorts.
- Increasing the number of pupils achieving 9-5 grades in English and Maths, reflecting effective teaching strategies and targeted interventions to enhance core subject proficiency among pupils.
- Facilitating pupils to achieve the English Baccalaureate (EBacc), indicating a commitment to offering a broad and balanced curriculum that prepares pupils for a range of academic disciplines and future pathways.
- Demonstrating significantly higher achievement for disadvantaged children compared to the national average in Attainment 8 scores, showcasing our commitment to inclusive education and personalized support for all pupils.
- Surpassing the national average in Progress 8 scores for disadvantaged children, highlighting our effective strategies in promoting continuous academic progress and closing attainment gaps among diverse pupil groups.
- Our disadvantaged pupils consistently achieving much higher rates of 9-5 grades in English and Maths compared to the national average, underscoring the effectiveness of our targeted interventions and supportive learning environment.

- Exceling in the number of disadvantaged pupils entered for the English Baccalaureate (EBacc), demonstrating our dedication to providing a rigorous and well-rounded curriculum that prepares all pupils for future academic and career success.
- Disadvantaged pupils at our school achieving significantly higher average scores in the EBacc subjects compared to the national average, reflecting our emphasis on academic excellence and high-quality teaching across all disciplines.
- The percentage of disadvantaged pupils achieving the EBacc at our school surpassing the national average by a considerable margin, indicating our success in enabling all pupils, regardless of background, to excel in challenging academic pursuits and reach their full potential.

Aspects of our Pupil Premium Strategy that have been most effective at improving outcomes for disadvantaged pupils are:

- **Targeted Academic Support:**

Our Pupil Premium Strategy has successfully provided targeted academic support tailored to the specific needs of disadvantaged pupils. This personalized approach, which includes one-on-one tutoring, small group instruction, and differentiated learning materials, has significantly bolstered academic progress and narrowed attainment gaps across key subjects such as English, Maths, and Science.

- **Comprehensive Pastoral Care:**

A key aspect of our strategy involves prioritizing the holistic well-being of disadvantaged pupils through comprehensive pastoral care initiatives. By offering access to dedicated pastoral support staff, counseling services, and mental health resources, we have cultivated a supportive environment where pupils feel safe, valued, and emotionally equipped to engage in their learning journey effectively.

- **Enrichment and Extra-Curricular Opportunities:**

Our strategy emphasizes the importance of providing disadvantaged pupils with equitable access to enrichment and extra-curricular activities. Through funding support for participation fees, transportation, and equipment, we have enabled all pupils to engage in a diverse range of enriching experiences, from cultural outings and educational trips to sports clubs and creative workshops, fostering skills, interests, and confidence beyond the classroom.

- **Parental Engagement and Support:**

Effective collaboration with parents and guardians is central to our Pupil Premium Strategy. By actively involving families in their child's education through regular communication, workshops, and parent evenings, we have established strong partnerships that facilitate a shared commitment to supporting the academic and personal development of disadvantaged pupils, resulting in improved outcomes both at school and at home.

- **Data-Informed Decision Making:**

A data-driven approach underpins our strategy, enabling us to continually monitor, evaluate, and refine interventions based on real-time insights. Regular analysis of pupil progress data, attendance records, and feedback mechanisms informs strategic decision-making, allowing us to identify trends, address emerging challenges, and maximize the impact of our initiatives on the outcomes of disadvantaged pupils.

After meticulous analysis of the provided data, it is evident that the performance of our disadvantaged pupils has not only met but surpassed expectations. Their achievements indicate a trajectory that aligns with the ambitious outcomes outlined in the Intended Outcomes section. With this momentum, we are poised to realize our goals over the next three years, marking a significant stride towards educational equity and excellence.

The Pupil Premium allows us to focus our resources more effectively on those pupils 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, will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.