



Secondary School Pupil Premium Funding Report 2016/17 and 2017/18

Name of School	Eden Girls' Coventry
-----------------------	-----------------------------

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 and how many pupils were eligible for support through this fund?

£130,588 Pupil Premium Funding for 170 students

What did the school spend it on?

Area of spend	2016/17
English Teacher Time	£12,689
Maths Teacher Time	£14,876
Student Support Assistants (SSA's)	£36,974
SEND Resources	£6,829
EAL Training	£180
Performance Review Meetings	£23,520
Pastoral Training	£1,539
0.5 Pastoral Head of Year	£13,947
Breakfast Club	£1000
Interventions for attendance in relation to persistent absenteeism	£1,960
Enrichment activities e.g. trips and experiences in activities week	£2,586
Interventions after school	£17,814
Total spend	£133,914

What were the reasons for these spending decisions?

The school seeks to ensure that all pupils regardless of their background achieves their maximum potential. Pupil Premium funds are used to provide intervention programmes to make a difference of the outcomes of students who come from economical disadvantaged families.

Using the Pupil Premium funds, the school aims to:

- To ensure all students irrespective of background achieve at least a 'strong pass' in English and Mathematics.
- Ensure all students from a disadvantage background participate fully in the subjects in the English Baccalaureate subjects and go on to achieve the English Baccalaureate. The national average for achieving the English Baccalaureate is around 5%.

The school seeks to ensure that there are no barriers to learning. The Pupil Premium Funds allows the school to ensure students from a disadvantage background receive:

- Free revision books, stationery.
 - Free and subsidised educational visits and trips.
 - A free breakfast.
 - Free access to all intervention and enrichment activities.
- To ensure that students of a disadvantaged background achieve at least as well as their peers in English and Maths through:
 - Small group intervention, delivered by teachers.
 - Smaller class sizes, through additional teachers in English and Maths.
 - Support in lessons, through the deployment of support staff in English and Maths.
 - Regular performance review meetings with parents if their daughter is underperforming.
 - Raise aspirations and ambition in disadvantaged students through:
 - Access to careers' marketing event, guidance and mentors.
 - Mentoring and nurturing via senior leaders and peer mentors.

What strategies have been used to monitor and evaluate the impact of pupil premium funding?

To monitor and evaluate the impact of pupil premium funding, the school:

- Students are formally assessed once every half term in each subject.
- Intervention programmes are developed and refined to ensure that students are making progress.
- Close tracking and analysis of student progress once every half term.
- Reports to the Trust Central Office and the Local Governing Body regularly on the performance of disadvantaged students.

What difference did the use of pupil premium funding make to outcomes for supported pupils in 2016/17?

	National achievement 2016 for non-disadvantaged pupils	Achievement of disadvantaged pupils in school: 2017	Gap between achievement of disadvantaged pupils in school and non-disadvantaged pupils nationally
Progress 8	0.1	1.2	+1.1
Attainment 8	53.3	57.3	+5
C+ in English and mathematics <i>(for 2017, % of students achieving grades 9-4 in English and mathematics)</i>	70.6%	73%	+2.4 Percentage Points Difference
Achieving English Baccalaureate	29.7%	55%	+25.3 Percentage Points Difference
Entered for English Baccalaureate	45.2%	96%	+50.8 Percentage Points Difference

*The table above is based on our predicted outcomes for our current Year 11 (2016/2017). As we currently have no actual GCSE results for the Year 2016 / 2017.

Summary comments on the impact of pupil premium funding

The predictions for P8 for different abilities for the current Year 11 cohort for the 2016 / 2017 was:

- Students with low prior attainment achieved a Progress 8 score of around +2.1.
- Students with middle prior attainment achieved a Progress 8 score of around +1.3.
- Students with high prior attainment achieved a Progress 8 score of around +0.8.

Outstanding attainment and progress in all E-Bacc & specialist subjects is predicted for the current Year 11 cohort for 2016 / 2017 as follows:

- 82% 9 - 5 in English (with a Progress 8 score of 0.3)
- 82% 9 - 5 in Maths (with a Progress 8 score of 1.6)
- 91% 9 - 5 in two Sciences (value added of 1.9)
- 65% 9 - 5 in Humanities (value added of 1.1).
- 90% 9 - 5 in at least one Modern Foreign Language (value of added 1.2).

Forecast outcomes for 2017 / 2018 for each Year group after Autumn Assessment 1:

	Non-disadvantaged pupils: national headlines in 2016	School level – forecast outcomes 2018 for disadvantaged pupils (Y7)	School level – forecast outcomes 2018 for disadvantaged pupils (Y8)	School level – forecast outcomes 2018 for disadvantaged pupils (Y9)	School level – forecast outcomes 2018 for disadvantaged pupils (Y10)	School level – forecast outcomes 2018 for disadvantaged pupils (Y11)
Pupils achieving English and mathematics at grade C or above	70.6%	92%	95%	56%	81%	73%
Pupils entered for English Baccalaureate	45.2%	100%	100%	100%	98%	96%
Pupils achieving English Baccalaureate	29.7%	92%	90%	56%	75%	68%

How much pupil premium funding has the school received for 2017/18?

£182,000 Pupil Premium Funding for 229 students

What are the main barriers to future success for pupils in school who are eligible for pupil premium funding (including for those pupils who are most able)?

In-school barriers

Low level reading skills on entry. Key Stage 2 data indicates 27% of students in Year 7 have a KS2 reading score of below 100, 45% of these students are disadvantaged students.

In Years 8 and 10, there are more disadvantaged than non-disadvantage students with low prior attainment in reading.

28% of disadvantaged **Y7s** have KS2 Reading scores below 100.

16% of disadvantaged **Y7s** have KS2 Reading scores above 110.

33% of disadvantaged **Y8s** have KS2 Reading scores below 100.

15% of disadvantaged **Y8s** have KS2 Reading scores above 110.

20% of disadvantaged **Y9s** have KS2 Reading levels below level 4.

22% of disadvantaged **Y9s** have KS2 Reading levels at or above level 5.

12% of disadvantaged **Y10s** have KS2 Reading levels below level 4.

40% of disadvantaged **Y10s** have KS2 Reading levels at or above level 5.

0% of disadvantaged **Y11s** have KS2 Reading levels below level 4.

50% of disadvantaged **Y11s** have KS2 Reading levels at or above level 5.

Low level mathematics on entry. Key Stage 2 data indicates 31% of students in Year 7 have a KS2 mathematics score of below 100, 46% of these students are disadvantaged students.

In Years 8 and 9 there are more disadvantaged than non-disadvantage students with low prior attainment in mathematics.

32% of disadvantaged **Y7s** have KS2 Maths scores below 100.

18% of disadvantaged **Y7s** have KS2 Maths scores above 110.

25% of disadvantaged **Y8s** have KS2 Maths scores below 100.

7% of disadvantaged **Y8s** have KS2 Maths scores above 110.

20% of disadvantaged **Y9s** have KS2 Maths levels below level 4.

17% of disadvantaged **Y9s** have KS2 Maths levels at or above level 5.

19% of disadvantaged **Y10s** have KS2 Maths levels below level 4.

19% of disadvantaged **Y10s** have KS2 Maths levels at or above level 5.

14% of disadvantaged **Y11s** have KS2 Maths levels below level 4.

32% of disadvantaged **Y11s** have KS2 Maths levels at or above level 5.

Parental engagement. For parent review meetings the school is twice as likely to rearrange missed meetings with SLT members for disadvantaged students due to parents being hard to reach

External barriers
EAL: All students at Eden are classed as being from an ethnic minority background. 81% of students have English as an Additional Language (National Average 15.7%). Of the 496 students with EAL, almost half (43%) are also eligible for Pupil Premium.
New to the country: There is an increase of new arrivals into the country who either have no prior English or very little.
Deprivation: the school is located in the LSOA ranked 30 th most deprived out of 32,844 nationally. The 8 th most deprived LSOA nationally fall less than 2 miles from the school. Half the school's main catchment area falls within the 10% most deprived LSOAs nationally (2015 Index of Deprivation). Specific issues include low parental incomes, overcrowded households, poor health, including mental health, low levels of adult participation in Higher Education.
SEND: a high incidence of 'double disadvantage i.e. students who have both SEND and are eligible for Pupil Premium. Of the 44 SEN students in the school, 59% have a double disadvantage of also being eligible for Pupil Premium.
Quality of Primary Education: whilst this is improving Coventry has half the proportion of outstanding primary schools (11%) to the National Average (21%).

What are the key objectives of the Pupil Premium strategy at the school?

Using the Pupil Premium funds, the school aims to:

- To ensure all students irrespective of background achieve at least a 'strong pass' in English and Mathematics.
- Ensure all students from a disadvantage background participate fully in the subjects in the English Baccalaureate subjects and go on to achieve the English Baccalaureate. The national average for achieving the English Baccalaureate is around 5%.

Using the Pupil Premium funds, the school aims to:

- To ensure all students irrespective of background achieve at least a 'strong pass' in English and Mathematics.
- Ensure all students from a disadvantage background participate fully in the subjects in the English Baccalaureate subjects and go on to achieve the English Baccalaureate. The national average for achieving the English Baccalaureate is around 5%.

Pupil premium spending plan 2017/18

Objective:	To raise progress and attainment in English, Maths and Science for students who are disadvantaged.	
Action	Cost	Success criteria
English Teacher	£18,000	Smaller class sizes and personalised learning.
Mathematics Teacher	£18,000	
Science Teacher	£18,000	
English Intervention	£12,000	To improve progress and attainment.
Mathematics Intervention	£12,000	
Science Intervention	£8,000	
Student Support Assistants (SSA's)	£34,000	Support provided in English and Maths lessons.
Performance Review Meetings	£24,000	Performance review meetings between senior leaders, head of year and parents of students from disadvantaged backgrounds who are underperforming.
Objective:	To enable students who are disadvantage to access the curriculum fully.	
Action	Cost	Success criteria
Curriculum Access	£9,965	Disadvantaged students to receive: <ul style="list-style-type: none"> - Free revision books, resources and stationery, - Free educational visits and trips. - A free breakfast. - Subsidies Uniform - Free access to all intervention and enrichment activities.

Objective:	To raise aspirations and ambition for students who are high prior attainers.	
Action	Cost	Success criteria
Educational Excellence Enrichment	£8,500	Visit to Uxbridge and Russell group Universities Taster days / weekends at Universities External professional speakers
Objective:	Exposure to opportunities which will develop character	
Action	Cost	Success criteria
Educational Excellence Leadership	£7,550	Successful completion of DoE Bronze Award Residential to Kingswood Sports Leaders.
Objective:	Support the wellbeing of students	
Action	Cost	Success criteria
Pastoral Care	£15,991	Improve attendance and punctuality Nurturing and mentoring meetings.
Social and wellbeing care	£9,860	Access to professional social and wellbeing care.

How will the impact of pupil premium spending be measured?

To monitor and evaluate the impact of pupil premium funding, the school:

- Will formally assesses students in each subject at least once every half-term.
- Closely track and analyse the progress of students on a half-termly basis.
- A review of pupil wellbeing
- Reports to the Trust Central Office and the Local Governing Body regularly on the performance of disadvantaged students.

When will the impact of the 2017/18 funding be reviewed?

The impact of the Pupil Premium Funding will be reviewed in:

- Termly report of pupil premium progress.
- September 2018 as a result of GCSE results and provisional league tables.