



Eden Girls

Secondary School Pupil Premium Funding Report 2017/18 and 2018/19

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| Name of School | Eden Girls' Coventry |
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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 2017/18 and how many pupils were eligible for support through this fund?

£182,000 Pupil Premium Funding for 229 students

What did the school spend it on?

| Area of spend | 2017/18 |
|------------------------------------|-----------------|
| English Teacher Time | £18,000 |
| Mathematics Teacher Time | £18,000 |
| Science Teacher Time | £18,000 |
| English Intervention | £12,000 |
| Mathematics Intervention | £12,000 |
| Science Intervention | £8,000 |
| Student Support Assistants (SSA's) | £34,000 |
| Performance Review Meetings | £24,000 |
| Curriculum Access | £9,965 |
| Enrichment | £8,500 |
| Leadership | £7,550 |
| Pastoral Care | £15,991 |
| Social and Wellbeing Care | £9,860 |
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| Total spend | £183,866 |

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/or 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 2017/18:

| | National achievement 2016 for non-disadvantaged pupils | Achievement of disadvantaged pupils in school: GCSE 2018 | 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 | 56.8 | +3.5 |
| C+ in English and mathematics <i>(for 2018, % of students achieving grades 9-4 in English and mathematics)</i> | 70.6% | 91% | +20.4 Percentage Point Difference |
| Achieving English Baccalaureate | 29.7% | 50% | +20.3 Percentage Point Difference |
| Entered for English Baccalaureate | 45.2% | 96% | +50.8 Percentage Point Difference |

***The table above is based on GCSE outcomes for Year 11 students (2017/2018).**

Summary comments on the impact of pupil premium funding

GCSE outcomes for P8 for different abilities for the Year 11 cohort for the 2017 / 2018 was:

- Students with low prior attainment achieved a P8 score of +2.2.
- Disadvantage students with low prior attainment achieved a P8 score of +2.0.
- Students with middle prior attainment achieved a P8 score of +1.5.
- Disadvantage students with middle prior attainment achieved a P8 score of +1.4.
- Students with high prior attainment achieved a P8 score of +0.6.
- Disadvantage students with high prior attainment achieved a P8 score of +0.5.

Outstanding attainment and progress in all EBACC & specialist subjects for the Year 11 cohort for 2017 / 2018 was:

- 91% 9 - 5 in English (with a Progress 8 score of +2.14)
- 69% 9 - 5 in Maths (with a Progress 8 score of +1.06)
- 88% 9 - 5 in two Sciences (APS of 5.39).
- 74% 9 - 5 in Humanities (APS of 4.71).
- 63% 9 - 5 in at least one Modern Foreign Language (APS of 3.78).

Forecast outcomes for 2018 / 2019 for each Year group after Autumn Assessment 1:

| | Non-disadvantaged pupils: national headlines in 2018 | School level – forecast outcomes 2019 for disadvantaged pupils (Y7) | School level – forecast outcomes 2019 for disadvantaged pupils (Y8) | School level – forecast outcomes 2019 for disadvantaged pupils (Y9) | School level – forecast outcomes 2019 for disadvantaged pupils (Y10) | School level – forecast outcomes 2019 for disadvantaged pupils (Y11) |
|--------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Pupils achieving English and Mathematics at grade 4 or above | 70.6% | 89% | 85% | 88% | 68% | 76% |
| Pupils entered for English Baccalaureate | 45.2% | 100% | 100% | 97% | 100% | 98% |
| Pupils achieving English Baccalaureate | 29.7% | 89% | 74% | 77% | 49% | 71% |

How much pupil premium funding has the school received for 2018/19?

£235,620 Pupil Premium Funding for 252 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.

24% of disadvantaged **Y7s** have KS2 Reading scores below 100.

30% of disadvantaged **Y7s** have KS2 Reading scores above 110.

27% of disadvantaged **Y8s** have KS2 Reading scores below 100.

12% of disadvantaged **Y8s** have KS2 Reading scores above 110.

32% of disadvantaged **Y9s** have KS2 Reading levels below level 4.

18% of disadvantaged **Y9s** have KS2 Reading levels at or above level 5.

21% of disadvantaged **Y10s** have KS2 Reading levels below level 4.

15% of disadvantaged **Y10s** have KS2 Reading levels at or above level 5.

17% of disadvantaged **Y11s** have KS2 Reading levels below level 4.

41% 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.

27% of disadvantaged **Y7s** have KS2 Maths scores below 100.

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

35% of disadvantaged **Y8s** have KS2 Maths scores below 100.

19% of disadvantaged **Y8s** have KS2 Maths scores above 110.

26% of disadvantaged **Y9s** have KS2 Maths levels below level 4.

7% of disadvantaged **Y9s** have KS2 Maths levels at or above level 5.

26% of disadvantaged **Y10s** have KS2 Maths levels below level 4.

21% of disadvantaged **Y10s** have KS2 Maths levels at or above level 5.

17% of disadvantaged **Y11s** have KS2 Maths levels below level 4.

20% 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. 89% 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 of which 81% of our students are living. 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 50 SEN students in the school, 50% 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.
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Pupil premium spending plan 2018/19

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|------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objective: | To raise progress and attainment in English, Maths and Science for students who are disadvantaged. | |
| Action | Cost | Success criteria |
| English Teacher | £19,000 | Smaller class sizes and personalised learning. |
| Mathematics Teacher | £19,000 | |
| Science Teacher | £19,000 | |
| English Intervention | £10,980 | To improve progress and attainment. |
| Mathematics Intervention | £11,281 | |
| Science Intervention | £14,892 | |
| Student Support Assistants (SSA's) | £61,211 | Support provided in English, Maths and Science lessons. |
| Performance Review Meetings | £41,483 | 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 | £15,010 | 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. |

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|--------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. Impartial careers support and guidance. |
| Objective: | Exposure to opportunities which will develop character | |
| Action | Cost | Success criteria |
| Educational Excellence Leadership | £11,000 | Successful completion of DoE Bronze and Silver Award. Residential to Kingswood. Sports Leaders. |
| Objective: | Support the wellbeing of students | |
| Action | Cost | Success criteria |
| Pastoral Care | £18,595 | Improve attendance and punctuality Nurturing and mentoring meetings. |
| Social and wellbeing care | £11,125 | 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 2018/19 funding be reviewed?

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

- Termly report of pupil premium progress.
- September 2019 as a result of GCSE results and provisional league tables.