



Eden Girls

## Secondary School Pupil Premium Funding Report

**2018/19 and 2019/20**

This statement is updated in October and February of each year,  
following the publication of the league tables.

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 2018/19 and how many pupils were eligible for support through this fund?**

£206,545 Pupil Premium Funding for 221 students

**What did the school spend it on?**

Area of spend	2018/19
English Teacher Time	£17,000
Mathematics Teacher Time	£17,000
Science Teacher Time	£17,000
English Intervention	£10,980
Mathematics Intervention	£11,281
Science Intervention	£12,892
Student Support Assistants (SSA's)	£34,000
Performance Review Meetings	£28,000
Curriculum Access	£15,010
Enrichment	£8,500
Leadership	£11,000
Pastoral Care	£13,500
Social and Wellbeing Care	£10,382
<b>Total spend</b>	<b>£206,545</b>

## **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 subsidise 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 2018/19:**

	National achievement 2018 for non-disadvantaged pupils	Achievement of disadvantaged pupils in school: GCSE 2019	Gap between achievement of disadvantaged pupils in school and non-disadvantaged pupils nationally
Progress 8	0.13	1.46	+1.33
Attainment 8	50.1	55.2	+5.1
9-4 in English and Mathematics	72%	80%	+8%
9-5 in English and Mathematics	50%	51%	+1%
Achieving English Baccalaureate (Strong Pass)	24%	17%	-7%
EBacc Average Points Score	4.4	4.9	+0.5
Entered for English Baccalaureate	43%	97%	+54%

\*The table above is based on GCSE outcomes for Year 11 students (2018/2019).

**Summary comments on the impact of pupil premium funding**

GCSE outcomes for P8 for different abilities for the Year 11 cohort for the 2018 / 2019 was:

- Students with low prior attainment achieved a P8 score of +1.54.
- Disadvantage students with low prior attainment achieved a P8 score of +1.62.
- Students with middle prior attainment achieved a P8 score of +1.71.
- Disadvantage students with middle prior attainment achieved a P8 score of +1.55.
- Students with high prior attainment achieved a P8 score of +1.45.
- Disadvantage students with high prior attainment achieved a P8 score of +1.19

Outstanding attainment and progress in all EBACC & specialist subjects for the Year 11 cohort for 2018/ 2019 for disadvantaged pupils was:

- 93% 9 - 5 in English (with a Progress 8 score of +2.28)
- 51% 9 - 5 in Maths (with a Progress 8 score of +0.75)
- 56% 9 - 5 in two Sciences (APS of 5.09).
- 56% 9 - 5 in Humanities (APS of 4.71).
- 28% 9 - 5 in at least one Modern Foreign Language (APS of 3.59)

**How much pupil premium funding has the school received for 2019/20?**

£213,180 Pupil Premium Funding for 228 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
<b>Low level reading skills</b>  25% of disadvantaged <b>Y7s</b> have KS2 Reading scores below 100. 13% of disadvantaged <b>Y8s</b> have KS2 Reading scores above 110.  21% of disadvantaged <b>Y8s</b> have KS2 Reading scores below 100. 23% of disadvantaged <b>Y8s</b> have KS2 Reading scores above 110.  22% of disadvantaged <b>Y9s</b> have KS2 Reading scores below 100. 12% of disadvantaged <b>Y9s</b> have KS2 Reading scores above 110.  20% of disadvantaged <b>Y10s</b> have KS2 Reading levels below level 100. 18% of disadvantaged <b>Y10s</b> have KS2 Reading levels at or above level 110.  21% of disadvantaged <b>Y11s</b> have KS2 Reading levels below level 4. 15% of disadvantaged <b>Y11s</b> have KS2 Reading levels at or above level 5.  17% of disadvantaged <b>Y11s</b> have KS2 Reading levels below level 4. 41% of disadvantaged <b>Y11s</b> have KS2 Reading levels at or above level 5.
<b>Low level mathematics</b> on entry.  27% of disadvantaged <b>Y7s</b> have KS2 Maths scores below 100. 9% of disadvantaged <b>Y7s</b> have KS2 Maths scores above 110.  26% of disadvantaged <b>Y8s</b> have KS2 Maths scores below 100. 13% of disadvantaged <b>Y8s</b> have KS2 Maths scores above 110.  33% of disadvantaged <b>Y9s</b> have KS2 Maths scores below 100. 14% of disadvantaged <b>Y9s</b> have KS2 Maths scores above 110.  20% of disadvantaged <b>Y10s</b> have KS2 Maths levels below level 100. 8% of disadvantaged <b>Y10s</b> have KS2 Maths levels at or above level 110.  26% of disadvantaged <b>Y11s</b> have KS2 Maths levels below level 4. 21% of disadvantaged <b>Y11s</b> have KS2 Maths levels at or above level 5.
<b>Parental engagement.</b> 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.

<b>External barriers</b>
<b>EAL:</b> All students at Eden are classed as being from an ethnic minority background. 88% of students have English as an Additional Language (National Average 17%). Of the 575 students with EAL, almost half (43%) are also eligible for Pupil Premium.
<b>New to the country:</b> There is an increase of new arrivals into the country who either have no prior English or very little.
<b>Deprivation:</b> The school is located in the LSOA ranked 30 <sup>th</sup> most deprived out of 32,844 nationally of which 80% of our students are living. Specific issues include low parental incomes, overcrowded households, poor health, including mental health, low levels of adult participation in Higher Education.
<b>SEND:</b> A high incidence of 'double disadvantage' i.e. students who have both SEND and are eligible for Pupil Premium.

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

Using the Pupil Premium funds, the school aims to:

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## Pupil premium spending plan 2019/20

<b>Objective:</b>	To raise progress and attainment in English, Maths and Science for students who are disadvantaged.	
Action	Cost	Success criteria
English Teacher	<b>£18,000</b>	Smaller class sizes and personalised learning.
Mathematics Teacher	<b>£18,000</b>	
Science Teacher	<b>£18,000</b>	
English Intervention	<b>£11,125</b>	To improve progress and attainment.
Mathematics Intervention	<b>£12,000</b>	
Science Intervention	<b>£13,000</b>	
Student Support Assistants (SSA's)	<b>£34,000</b>	Weekly support provided in English, Maths and Science lessons.
Performance Review Meetings	<b>£28,000</b>	Performance review meetings between senior leaders, head of year and parents of students from disadvantaged backgrounds who are underperforming.
<b>Objective:</b>	To enable students who are disadvantaged to access the curriculum fully.	
Action	Cost	Success criteria
Curriculum Access	<b>£15,525</b>	<p>Disadvantaged students to receive:</p> <ul style="list-style-type: none"> <li>- Free revision books, resources and stationery.</li> <li>- Free educational visits and trips.</li> <li>- A free breakfast.</li> <li>- Subsidies Uniform</li> <li>- Free access to all intervention and enrichment activities.</li> </ul>

<b>Objective:</b>	To raise aspirations and ambition for students who are high prior attainers.	
Action	Cost	Success criteria
Educational Excellence Enrichment	<b>£8,500</b>	Visit to Uxbridge and Russell group Universities.  Taster days / weekends at Universities.  External professional speakers.  Impartial careers support and guidance.
<b>Objective:</b>	Exposure to opportunities which will develop character	
Action	Cost	Success criteria
Educational Excellence Leadership	<b>£11,000</b>	Successful completion of DoE Bronze and Silver Award.  Residential to Kingswood.  Sports Leaders qualification  Training to support public speaking.
<b>Objective:</b>	Support the wellbeing of students	
Action	Cost	Success criteria
Pastoral Care	<b>£13,500</b>	Improve attendance and punctuality Nurturing and mentoring meetings.
Social and wellbeing care	<b>£12,530</b>	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 2019/20 funding be reviewed?**

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

- Termly report of pupil premium progress.
- October 2020 as a result of GCSE results and provisional league tables