



## Pupil Premium Funding Statement

### School overview

Metric	Data
School name	Eden Girls School Coventry
Pupils in school	603
Proportion of disadvantaged pupils	41%
Pupil premium allocation this academic year	£232,065
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	February 2021
Statement authorised by	Anand Patel
Pupil premium lead	Mohammed Rahman
Governor lead	

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Progress 8	1.64
Ebacc entry	35 100%
Attainment 8	5.34
Percentage of Grade 5+ in English and maths	60%

### Strategy aims for disadvantaged pupils

Our aims and expectations for disadvantaged pupils are in line with those for all pupils. There should be no differential between what our disadvantaged students achieve and that of their non-disadvantaged peers.

Aim	Target	Target date
Progress 8	1.21	September 2021
Attainment 8	5.94	September 2021
Percentage of Grade 5+ in English and maths	67	September 2021
Ebacc entry	100%	September 2021



### Teaching priorities for current academic year

Measure	Activity
Priority 1	Provision of extra Teachers in: English Maths Science Reduced class sizes and personalised learning in English, Mathematics and Science
Priority 2	Curriculum Access It is our aim to ensure that disadvantaged students receive/have access to: <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>• Subsidised Uniform</li> <li>• Free access to all intervention and enrichment activities.</li> </ul>
Barriers to learning these priorities address	<p>At EGSC we firmly believe that numeracy and literacy skills are the keys to the wider curriculum. With this in mind, our Pupil Premium strategy looks to focus resource on improving these skills in order to facilitate curriculum wide improvements. The following benchmarks are used when considering the impact of our Pupil Premium strategy:</p> <p><b>Low level reading skills on entry</b></p> <p>A KS2 Scaled Reading score below 100 indicates literacy skills below that expected for children of that age. At EGSC, when considering disadvantaged students, the following students fall into this category:</p> <p>20% of disadvantaged Y7s                      25% of disadvantaged Y8s                      21% of disadvantaged Y9s                      22% of disadvantaged Y10s                      20% of disadvantaged Y11s</p> <p><b>Low level mathematics skills on entry</b></p> <p>A KS2 Scaled Maths Score below 100 indicates numeracy skills below that expected for children of that age. At EGSC, when considering disadvantaged students, the following students fall into this category:</p> <p>25% of disadvantaged Y7s                      27% of disadvantaged Y8s                      26% of disadvantaged Y9s                      33% of disadvantaged Y10s                      14% of disadvantaged Y10s                      20% of disadvantaged Y11s</p>
Projected spend	£75,000



**Targeted academic support for current academic year**

Measure	Activity
Priority 1	<p><b><u>Student Support Assistants (SSA's)</u></b> Weekly support provided in English, Maths and Science lessons.</p> <p><b><u>After School Intervention Classes</u></b></p> <ul style="list-style-type: none"> <li>• English Intervention Classes</li> <li>• Maths Intervention Classes</li> <li>• Science Intervention Classes</li> <li>• Vocational Subject Intervention</li> </ul> <p><b><u>In-school intervention Classes</u></b></p> <ul style="list-style-type: none"> <li>• Extra English and Maths for students at risk of not achieving a grade 5.</li> <li>• Entry level maths and English</li> </ul>
Priority 2	<p><b>Performance Review Meetings</b></p> <ul style="list-style-type: none"> <li>• Performance review meetings between senior leaders, head of year and parents of students from disadvantaged backgrounds who are underperforming.</li> </ul>
Barriers to learning these priorities address	<p><b>EAL:</b> All students at Eden are classed as being from an ethnic minority background. Over 85% of students have English as an Additional Language (National Average 17%). Of the 603 students with EAL, almost half (41%) are also eligible for Pupil Premium.</p> <p><b>New to the country:</b> There is an increase of new arrivals into the country who either have no, or very little, prior English</p> <p><b>SEND:</b> A high incidence of 'double disadvantage i.e. students who have both SEND and are eligible for Pupil Premium</p>
Projected spend	£111,565



### Wider strategies for current academic year

Measure	Activity
Priority 1	<p><b>To raise aspirations and ambition for students who are high prior attainers.</b></p> <p>Educational Excellence Leadership</p> <ul style="list-style-type: none"> <li>• Successful completion of DoE Bronze and Silver Award</li> <li>• Residential to Kingswood</li> <li>• Sports Leaders qualification</li> <li>• Training to support public speaking</li> <li>• Aspirational Careers Guidance</li> <li>• FE and HE signposting</li> </ul>
Priority 2	<p><b>Exposure to opportunities which will develop character</b></p> <p>Support the wellbeing of students;</p> <ul style="list-style-type: none"> <li>• Improve attendance and punctuality</li> <li>• Nurturing and mentoring meetings</li> <li>• Access to programmes that support character development</li> </ul> <p>Social and wellbeing care;</p> <ul style="list-style-type: none"> <li>• Access to professional social and wellbeing care</li> <li>• Access to dedicated extended services provision</li> </ul>
Barriers to learning these priorities address	<p>80% of our students live within close proximity of the school, which is based in an area of high socio-economic deprivation.</p> <p>Specific issues include low parental incomes, overcrowded households, poor health and access to health care, including mental health, low self-esteem or confidence, lack of relatable role models, low levels of adult participation in Higher Education.</p>
Projected spending	£45,500



## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>The curriculum and staffing model will show increased staffing figures in English, Maths, and Science when compared to 2019/20.</p> <p>Class sizes in the core will be reviewed termly to ensure that they are minimised for the least able to ensure targeted support is most efficiently provided.</p> <p>All teaching staff will be required to identify disadvantaged students through their class lists and seating plans to ensure effective assertive monitoring can take place.</p> <p>Middle leaders will be required to present half termly assessment data comparing the progresses and attainments of disadvantaged students in relation to similar measures for non-disadvantaged and all students.</p> <p>Whole school tracking and assessment data will compare the progresses and attainments of disadvantaged students in relation to similar measures for non-disadvantaged and all students.</p> <p>The Vice Principal (Standards and Outcomes) will report termly to the Local Governing Body on the progresses and attainment of disadvantaged students.</p> <p>The Assistant Principal for Pupil Premium will maintain an overview of Pupil Premium spending to ensure that it is targeted effectively and no student has their educational opportunity compromised as a result of financial difficulty.</p>	<p>The curriculum model and staffing model will be regularly audited to maintain staffing figures.</p> <p>A half termly audit of class sizes will be undertaken after each assessment point to ensure that class sizes for the least able are minimised to support targeted intervention.</p> <p>Middle leaders will audit teaching files regularly to ensure compliance with school expectations around maintaining class lists and seating plans.</p> <p>Middle leaders will meet with SLT links each half term as part of their scheduled data analysis programme.</p> <p>Whole school data will be available to all staff, along with CPD on its use and manipulation. This will be updated after each assessment point. Disadvantaged gaps will need challenge.</p> <p>Termly Local Governing Body minutes will reflect challenge and discussion around the data presented in relation to disadvantaged students and their progresses and attainments.</p>



<p>Targeted support</p>	<p>The deployment of SSAs and other support staff will be directed by the SENDCo and mapped against disadvantaged student allocations by the Assistant Principal with responsibility for the pupil premium spend.</p> <p>The attendance of disadvantaged to students to intervention sessions will be monitored and encouraged.</p> <p>The Pupil Review Meeting (PRM) programme will place an emphasis on students who are designated as disadvantaged to tackle underperformance quickly.</p> <p>EAL support will be increased through the SEND and Inclusion faculty and mapped across the curriculum.</p>	<p>The SENDCo will be updated half termly on the performance of Disadvantaged pupils and their data in order to ensure that SSA's are better deployed.</p> <p>Attendance to intervention will be reported weekly by the Assistant Principal</p> <p>Data analysis each half term will ensure that disadvantaged students receive Pupil Review Meetings where required.</p>
<p>Wider strategies</p>	<p>Ensure that disadvantaged students access the range of leadership programmes and opportunities</p> <p>Weekly analysis of behaviour and attendance data to monitor pastoral impact.</p>	<p>The Pastoral Lead will ensure that analysis of behaviour and attendance data has a disadvantaged student focus.</p>

**Review: last year's aims and outcomes**

Aim	Outcome
<p>Increase the Progress 8 score for disadvantaged students. (1.48)</p>	<p>Progress 8 score for disadvantaged students was 1.64</p>
<p>Maintain or improve the percentage of disadvantaged students entered for the EBacc (97.6 %)</p>	<p>EBacc Entry for disadvantaged students was 100%</p>
<p>Maintain or improve the Attainment 8 score for disadvantaged students (5.58)</p>	<p>Attainment 8 score for disadvantaged students was 5.34</p>
<p>Increase the percentage of disadvantaged students achieving grade 5+ in English and maths (51.2 %)</p>	<p>Percentage of disadvantaged students achieving grade 5+ in English and maths was 60%</p>