

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Eden Girls School Coventry
Number of pupils in school	608
Proportion (%) of pupil premium eligible pupils	223 Pupils 36.68 %
Academic year/years that our current pupil premium strategy plan covers	2023-24 1 Year
Date this statement was published	October 2023
Date on which it will be reviewed	February 2024
Statement authorised by	Shazia Akram
Pupil premium lead	Mohammed Rahman
Governor / Trustee lead	Dr Abdullah Shehu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,015
Recovery premium funding allocation this academic year	£63,969
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£300,984

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, notably in its targeted support through additional classes and Saturday schooling 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

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Low Level Reading Skills on Entry</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>41% of disadvantaged Y7s</p> <p>24% of disadvantaged Y8s</p> <p>21% disadvantaged Y9s (Based on CATD Data in the absence of KS2 scores)</p> <p>28% of disadvantaged Y10s (Based on CATD Data in the absence of KS2 Scores)</p> <p>24% of disadvantaged Y11s</p>
2	<p>Low Level Mathematics Skills on Entry</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>41% of disadvantaged Y7s</p> <p>40% of disadvantaged Y8s</p> <p>21% disadvantaged Y9s (Based on CATD Data in the absence of KS2 scores)</p> <p>28% of disadvantaged Y10s (Based on CATD Data in the absence of KS2 scores)</p> <p>26% of disadvantaged Y11s</p>
3	<p>Basics 9-5 Measure</p> <p>The Basics 9-5 Measure indicates what percentage of students will attain GCSE English AND Mathematics at grades 9-5. Aligned with factors/challenges 1 and 2 above, there is a 5% differential between the percentage on non-disadvantaged students attaining this measure and disadvantaged students.</p>
4	<p>Comparatively low EBacc Entry and Attainment</p> <p>Nationally, only 40% of students are entered for the EBacc suite of subjects (English, Maths, Science, Geography/History, a Modern Foreign Language). Furthermore, only 17% of students achieve a strong pass (Grades 9-5) across the suite of subjects. At EGSC the expectation is that vast majority of students are entered for the EBacc suite of subjects, and the school regularly ensures that 90%+ of the student body are entered and 50%+ achieve a strong pass. Only 40% of</p>

	disadvantaged students are set to achieve a strong pass, compared to 56% of non-disadvantaged students. The key factor affecting these outcomes is the number of disadvantaged students on track to achieve strong grades in modern languages (French, Arabic, or Urdu). Again, based on baseline testing, only 54% of disadvantaged students are set to achieve a strong pass in a modern foreign language.
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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
Improve literacy among disadvantaged pupils across the curriculum at the end of KS4	<ul style="list-style-type: none"> • Reading comprehension tests demonstrated improved skills amongst disadvantaged pupils. • Targeted students are identified and supported to improve quickly using the Reading Wise programme. • Reading is incorporated throughout the school curriculum and embedded daily through the STAR reader programme. • There is a smaller disparity between the scores of PP and non-PP students.
Increase the Progress 8 score for disadvantaged students and ensure that there is no significant differential between the Progress 8 score for non-disadvantaged students. (+1.61).	Progress 8 score for disadvantaged students is +1.61 and in line with, or above, the whole school target of +1.61.
Maintain or improve the percentage of disadvantaged students entered for the EBacc and ensure that it is in line with, or above, the whole school target of 90%.	EBacc Entry for disadvantaged students is 90% or greater with no significant disparity with entry levels for non-disadvantaged students.
Maintain or improve the Attainment 8 score for disadvantaged students and ensure that it is in line with, or above, the whole school target of 63.4.	Attainment 8 score for disadvantaged students should be 63.4 or better, with no significant negative differential to the score for non-disadvantaged students.
Increase the percentage of disadvantaged students achieving grades 9-5 in English and maths to ensure that this is in line	Percentage of disadvantaged students achieving grades 9-5 in English and maths at 78% or better, with no

with, or above, the whole school target of 78%.	significant negative differential to the score for non-disadvantaged students.
Maximise the % of students from disadvantaged backgrounds moving on to apprenticeships or further education at the end of Year 11. - 100% of students (PP and non-PP) go on to further study after Year 11	100% of students (PP and non-PP) go on to further study after Year 11.

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: £192,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The curriculum and staffing model will be maintained to show increased staffing figures in English, Maths, and Science.	<p>The curriculum model and staffing model will be regularly audited to maintain staffing figures.</p> <p>The staffing numbers in English, Maths, and Science will remain as a 5 teaching set model in English, Maths, and Science in all year groups.</p> <p>It is widely recognised that smaller class sizes improve educational progress and outcomes.</p>	1, 2, 3, 4
Year 9, 10, and 11 Class sizes in French will remain reduced to ensure more effective teaching and better monitoring of progress and attainment.	<p>Increased staffing in French through the recruitment of a 0.6 timetable teacher of French, allowing smaller classes sizes in Years 9-11 for French and resulting in improved French outcomes.</p> <p>It is widely recognised that smaller class sizes improve educational progress and outcomes.</p>	4
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.	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.	1, 2, 3, 4

	It is widely recognised that smaller class sizes improve educational progress and outcomes.	
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.	Middle leaders will audit teaching files regularly to ensure compliance with school expectations around maintaining class lists and seating plans.	1, 2, 3, 4
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	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.	1, 2, 3, 4
The Vice Principal (Standards and Outcomes) will report termly to the Local Governing Body on the progresses and attainment of disadvantaged students.	Termly Local Governing Body minutes will reflect challenge and discussion around the data presented in relation to disadvantaged students and their progresses and attainments.	1, 2, 3, 4
The Assistant Principal for Pupil Premium will maintain an overview of Pupil Premium.	This will ensure spending is targeted effectively and no student has their educational opportunity compromised as a result of financial difficulty.	1, 2, 3, 4
Purchase of standardised diagnostic assessments for reading and CATs to allow for an effective baseline and monitoring of progress	Diagnostic tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Diagnostic_Assessment_Tool.pdf (d2tic4wvo1iusb.cloudfront.net)	1 and 2
Purchase of Reading Wise programme	ReadingWise All KS3 Modules, Vocab, Decoding and comprehension comprehension.	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £64,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Saturday Maths School delivered by Y11 expert in-house teachers to students off track to achieve their targeted Maths grades.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Attendance to Saturday sessions by identified and targeted disadvantaged students is 100% based on attendance registers.</p>	2, 3, 4
Friday afternoon and Saturday English School delivered to Y11 by external provider to students off track to achieve their targeted Maths grades.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Attendance to Saturday sessions by identified and targeted disadvantaged students is 100% based on attendance registers.</p>	1,3,4
Saturday Science School delivered by 'Impress the Examiner' tutors to students off track to achieve their targeted Science grades.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	4

	<p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Attendance to Saturday sessions by identified and targeted disadvantaged students is 100% based on attendance registers.</p>	
<p>Comprehensive intervention programme across the curriculum for all KS4 subjects that runs beyond the normal school day, including weekends and holidays to target students who are off track to achieve their targeted grades.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Register of attendance to intervention sessions shows close to 100% attendance by targeted disadvantaged students.</p> <p>Half termly data analysis shows that disadvantaged students are on track to achieve targeted grades and success criteria identified in the 'Intended Outcomes' section of this statement.</p>	1,2,3,4
<p>Increase SSA Support available to ensure that the least able receive required support across the curriculum.</p>	<p>SENDCo is able to evidence a timetable of SSA support across the curriculum, targeting low ability sets.</p> <p>Half termly data analysis shows that disadvantaged students are on track to achieve targeted grades and success criteria identified in the 'Intended Outcomes' section of this statement.</p>	1,2,3,4
<p>The deployment of SSAs and other support staff will be directed by the SENDCo and mapped against</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>	1,2,3,4

disadvantaged student allocations by the Assistant Principal with responsibility for the pupil premium spend.		
The attendance of disadvantaged to students to intervention sessions will be monitored and encouraged.	Attendance to intervention will be reported weekly by the Assistant Principal and this data will be shared with the wider staff through the weekly bulletin to ensure that all staff are able to evidence strategies to engage disadvantaged student attendance.	1, 2, 3, 4
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area.	Acquiring disciplinary literacy is key for students 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)	1,2,3,4
Targeted teacher to increase French outcomes.	Historic results show that MFL results are low compared to other subjects. Based on forecast grades for Y11 students achieved (9-5), 75% for non-disadvantaged and 53% for disadvantaged. The money would be used to reduce this gap of 22%.	4
Intervention Resources	High quality resources and materials, linked to specific curriculum areas, are crucial to securing effective intervention provision. This is supported by the EEF Pupil Premium Guide because 'linking structured small group interventions to classroom teaching and the curriculum, is	1,2,3,4

	likely to be an essential ingredient of an effective pupil premium strategy’.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £44,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that disadvantaged students access the range of leadership programmes and opportunities	Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. One factor to consider is the impact that specialist leadership programmes and courses have on the aspirations of students.	1,2,3,4
Ensure that disadvantaged students are able to access the full range of trips and activities planned to support the curriculum	Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.	1,2,3,4
Raising aspirations and enrichment opportunities Help pupils from disadvantaged backgrounds understand their choices because their family and social networks are less likely to include people from the backgrounds they aspire to. The school will deliver: – Careers’	The evidence indicates that raising aspirations is best achieved through increasing enrichment opportunities rather than solely focusing on ‘aspiration interventions’ per se. The school will therefore seek to develop the character (attitudes, skills and behaviour) of pupils via a range of opportunities, in line with EEF bestpractice research. Life skills and enrichment EEF (educationendowmentfoundation.org.uk) and Essential life skills EEF (educationendowmentfoundation.org.uk	1,2,3,4

Fair – Careers’ presentations – Impartial careers’ guidance. – Visits to Russell Group Universities – Inviting visitors – Trips and visits - External enrichment opportunities		
Increasing school mentor provision to ensure that ALL students, including those that are disadvantaged, are able to access one-to-one mentoring support 5 days per week.	EIF’s report on adolescent mental health found good evidence that CBT interventions and similar programmes support young people’s social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	1,2,3,4
Delivery of a comprehensive programme of wellbeing and mental health supportive activity to all students across the school.	EIF’s report on adolescent mental health found good evidence that CBT interventions and similar programmes support young people’s social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	1,2,3,4
Invest in Classcharts for more accurate behaviour monitoring and live parent communication.	Evidence from the following will be used to enhance the behaviour policy: Improving behaviour in schools (educationendowmentfoundation.org.uk)	1,2,3,4

Total budgeted cost: £308,945

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The table below shows that strategies used to support disadvantaged pupils in 2021-22 were effective:

Performance Measure	All Students at EGSC
Progress 8	1.49
Attainment 8	59.95
Basics (9-5)	73.3%
EBacc Entry	88.8%
EBacc Strong Pass	40.5%

	National achievement 2019 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	0.13	1.41	+1.28
Attainment 8	50.1	56.99	+6.89
9-4 in English and mathematics	72%	81.3%	+9.3
9-5 in English and Maths	50%	68.8%	+18.8
Achieving English Baccalaureate	24%	54.2	+30.2
EBacc Average Points Score	4.4	5.27	+0.87
Entered for English Bacc	43%	<u>89.6%</u>	+46.6

Aim	Outcomes
Increase the Progress 8 score for disadvantaged students and ensure that there is no significant differential between the Progress 8 score for non-disadvantaged students.	<p>Achievement of disadvantaged pupils in school in 2023 is +1.41. This +1.21 above the national average.</p> <p>The gap last year was 0.26 and this year it is 0.08. The gap between disadvantaged and all students is almost negligible.</p>
Maintain or improve the percentage of disadvantaged students entered for the EBacc and ensure that it is in line with, or above, the whole school target of 90%.	<ul style="list-style-type: none"> The number of students entered for EBAC is more than double the national average. 89% of disadvantaged students were entered for EBAC compared 86% (All students)
Maintain or improve the Attainment 8 score for disadvantaged students and ensure that it is in line with, or above, the whole school target of 63.4.	<ul style="list-style-type: none"> The attainment 8 for disadvantage students is +6.9 % above national average.
Increase the percentage of disadvantaged students achieving grades 9-5 in English and maths to ensure that this is in line with, or above, the whole school target of 78%.	<ul style="list-style-type: none"> The percentage of disadvantaged students achieving grades 9-5 in English and Maths is +18.8 above national average.

Externally provided programmes

Programme	Provider
Science Intervention Sessions	Impress the Examiner
English Intervention Sessions	LearnWise Tutoring

Further Information

<p>Additional activity</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p>

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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.
- utilising support from our local [Mental Health Support Team](#), plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to 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), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.