

**Pupil Premium - Plan from September 2016 to August 2017**

# Spend strategy for Pupil Premium

The Pupil Premium is allocated to schools with pupils on roll who are known to have been eligible for free schools meal (FSM) in the last 6 years and includes funding for Looked After Children (LAC). Nationally, these students achieve at a level significantly below those not entitled to the premium on all key indicators.

Each school can decide how to spend the premium to raise attainment levels for disadvantaged pupils.

The Ofsted report on the use of premium (Pupil Premium: Reference 120197: September 2012) outlined how the premium had been used in 262 schools. The report highlights the difficulty in disaggregating pupil premium funding from general school funding.

For 2016/17, the Government allocated **£935** per secondary school pupil.

**1) What is the allocation of Pupil Premium 2016-2017 for the school?**

159 out of the 350 pupils are entitled to be supported through the school pupil premium which amounts to **£148,665.**

1. **What the school spends Pupil Premium on and why?**

|  |  |
| --- | --- |
| **Area of Expenditure** | **Amount** |
| **Additional Staffing in Core area:**    The school believes that high quality teaching in the classroom is the key to raising standards.    The additional provision has also allowed us to part fund two full time members of staff to cover 24 lessons in English, Math and Science. The extra capacity allows the school to structure the timetable to allocate more time towards English and Mathematics for disadvantaged Year 7 & 8 pupils. | 65005 |
| **Additional Intervention + Enrichment**    Intervention work will also take place with students individually or on small group basis.    Pupils will attend after school booster classes and sessions during the weekend and holidays. | £7590  £7070  £7000    =21660 |
| **SENCO**:    Training for acting SENCO to support pupils with learning difficulties | £2000 |
|  |  |
| **Additional Resources:**    Funding will allow us to part fund the purchasing of resources which otherwise would have been unavailable.  Resources include software, dictionaries and other materials which will help to improve literacy levels amongst students. | Elba £3000  Leadership Academy- 7500  Leadership Camp - 2500  Brilliant Club- 3500  Careers- 2500  Learning Resource- 3500  Kindles - 2000  Accelerated Reader- 2500  Trips - 5000  =£32000 |
| **Departmental Resources/Opportunities:**    Opportunities across all departments to support staff to provide greater variety within lessons and to help meet the different learning styles of the students. For example, external workshops within a working environment. | £10100 |
| **Breakfast Club:**    This need was identified by Learning Coordinators and started in the second week of September 2014. Pupils begin the school day energised and ready for learning. | £2000 |
| **Pupil Premium Packages - Pledge**    These are designed to raise aspiration levels for disadvantaged pupils who have parents that have not attended higher education establishments (63 pupils X £134) | £15900 |
| **Total spend** | £148665 |
| **Allocated Pupil Premium** | £148665 |
|  |  |

1. **What difference, if any, has the introduction of the Pupil Premium and Catch up Premium made?**

The Pupil Premium and Catch -Up Premium has allowed us to focus our resources more effectively on those students who are at risk at failing due to socio-economic background.

In particular, this has led to the school achieving outstanding progress for its students with low levels of literacy/numeracy and those eligible for Free School Meals:

* + Nationally, on average, 60% of students make four levels of progress in English and Maths from the top 5% of state schools
  + Nationally, on average, only a third of students from disadvantaged backgrounds achieve 5 A\*- C with English and Maths

The end of year teacher assessment TA5 9 July 2016) showed the following:

* + 63% of Pupil Premium students in Year 9 are on target for 4 levels of progress in English
  + 84% of students in Maths in Year 9 are on target for 4 levels of progress in Maths
  + 60% of FSM students in Year 9 are on target for 4 levels of progress in English
  + 60% of FSM students in Year 9 are on target for 4 levels of progress in Maths
  + 78% of Pupil Premium students in Year 8 are on target for 4 levels of progress in English
  + 78% of Pupil Premium students in Year 8 are on target for 4 levels of progress in Maths
  + 78% of FSM students in Year 8 are on target for 4 levels of progress in English  78% of FSM students in Year 8 are on target for 4 levels of progress in Maths
  + 72% of FSM students in Year 7 are on target for 4 levels of progress in English
  + 76% of FSM students in Year 7 are on target for 4 levels of progress in Maths
  + 72% of Pupil Premium students in Year 7 are on target for 4 levels of progress in English
  + 76% of Pupil Premium students in Year 7 are on target for 4 levels of progress in Maths

**Catch Up**

**The end of year TA5 assessment shows the following progress for those students eligible for catch up funding:**

* + 67% of catch up students in Year 7 are on track for 4 levels of progress in Maths
  + 100% of catch up students in Year 7 are on track for 4 levels of progress in English

The pupil premium has allowed us to focus our resources more effectively on those students who are at most risk at failing due to their socio-economic background.

In particular, this has led to the school achieving outstanding progress for its students:

* + Nationally, on average, 60% of students make four levels of progress in English and Maths from the top 5% of state schools

* + The end of year teacher assessment TA5 shows 89% of disadvantaged students in English and Maths are on target to make four levels of progress, this is outstanding progress for our disadvantaged students

* + TA5 shows, 27% of disadvantaged students are exceeding four levels of expected progress in English

* + TA5 shows, 46% of disadvantaged students are exceeding four levels of expected progress in Maths

* + Nationally, on average, only a third of students from disadvantaged backgrounds achieve 5 A\* - C with English and Maths

* + At Eden Girls’ School, we expect at least 80% of our students from disadvantaged backgrounds to achieve 5 A\* - C with English and Maths

**Pupil Premium Plans 2017 – 18**

The school will continue to focus its pupil premium funds on students from disadvantaged backgrounds in an effort to ensure that these students make rapid progress towards achievement in English, Maths and Science.

Focussed, robust and timely intervention in English, Maths and Science for students on Free School Meals, and those with special educational needs, aims to enhance literacy and numeracy levels so that students can access all aspects of the curriculum as soon as possible. Review of interventions will occur at least five times post each Teacher Assessment period, ensuring all of these students are supported to make at least four levels of progress.

We will continue to ensure that the needs of all pupils are met on an individual basis. This will include the following:

* + £100 contribution towards the cost of uniform, books, subsidised trips, breakfast club

* + Development of further literacy programmes through new technologies

* + Expansion in the use of mathematics interventions programmes

* + Additional Teachers for English, Maths and Science

* + Additional Teaching and Learning Assistants for English and Maths

* + Small group intervention allowing for significant support and challenge for learners.

* + High quality learning through links with universities and the London Business Sector

* + Support for enhancing students’ cultural capital through trips, clubs, the theatre, outdoor pursuits and residential trips

**Rationale**

|  |  |
| --- | --- |
| **Barriers to future attainment for pupils eligible for PP, including those who are more able** | |
| **In-school Barriers** | |
| A | Attendance of Y7 disadvantaged pupils (94.43%) is below that of their peers (96.5%) |
| B | Disadvantaged pupils display more emotional vulnerability compared to their peers. |
| C | 22% of disadvantaged pupils in Y10 were either home educated or attended independent faith schools |
| **External Barriers** | |
| A | All pupils are classed as coming from an ethnic minority background. English as an Additional Language 99% (NA 15.7%) |
| B | Aspirations – Geographically in the bottom 35% nationally for deprivation indicator. WF has high levels of deprivation and is ranked 15th nationally in the Index of Multiple Deprivation. The school’s deprivation indicator is 0.31 compared to 0.20 nationally. The Borough has the highest level in London of young people who are NEET and progression to selective Universities from state schools in Waltham Forest stands at 7%, half of the rate of more prosperous areas. |