

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|---|
| School name | Eden Girls' School, Waltham Forest |
| Number of pupils in school | 621 students |
| Proportion (%) of pupil premium eligible pupils | 201 students (32.37%) |
| Academic years that our current pupil premium strategy plan covers | 2022-2023 2023-2024 2024-2025 |
| Date this statement was published | February 2024 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Ms Aamena Mayet (Principal) |
| Pupil premium lead | Ms Rijia Rafiq (Vice Principal) |
| Governor / Trustee lead | Ms Aysha Esakji (Chair of Governors) |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £240,120 |
| Recovery premium funding allocation this academic year | £64,032 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £304,152 |

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 following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme 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.

Using the Pupil Premium funds, the school aims to:

- Maximise the % of students from disadvantaged backgrounds who achieve a 'strong pass' or at least a 'standard pass' in English and Maths. Nationally, only around a third of such students achieve a 'standard pass' and around a quarter achieve a 'strong pass' at GCSE in both English and Maths.
- Maximise the % of students from disadvantaged backgrounds who participate fully in the subjects needed for the English Baccalaureate and who go on to achieve the English Baccalaureate. Nationally, only around 10% of such students achieve the English Baccalaureate.

The school's spending decisions on the Pupil Premium Funding are intended to:

- Enable parents to have a Pupil Premium Guarantee which allows all disadvantaged students to receive:
 - Free books, stationery, revision resources.
 - Free/Subsidised educational visits and trips.
 - A free breakfast.
 - £100 towards the cost of uniform.
 - Free access to all intervention and enrichment activities.
- Enable disadvantaged students to 'close the gap' in their performance 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.
 - In class career guidance related to specific subjects

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Learning missed due to disruption caused by COVID-19 |
| 2 | Affordability of learning materials, resources and access to activities. 54% of students come from areas which are within the bottom 30% nationally for deprivation based on the IDACI ranking system. |
| 3 | <p>Lower levels of literacy and numeracy upon entry to school.</p> <p>The following baselines are used when considering the impact of our Pupil Premium Strategy.</p> <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 Eden, when considering disadvantaged students, the following students fall into this category.</p> <ul style="list-style-type: none"> • 14% of disadvantaged pupils in Y7 • 8% of disadvantaged pupils in Y8 |

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| | <ul style="list-style-type: none"> • 35% of disadvantaged pupils in Y9 • 25% of disadvantaged pupils in Y10 • 26% of disadvantaged pupils in Y11 <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 Eden, when considering disadvantaged students, the following students fall into this category.</p> <ul style="list-style-type: none"> • 17% of disadvantaged pupils in Y7 • 8% of disadvantaged pupils in Y8 • 40% of disadvantaged pupils in Y9 • 50% of disadvantaged pupils in Y10 • 25% of disadvantaged pupils in Y11 |
| 4 | Lower levels of aspirations in determining future plans for learning and career. This is evident from our conversations and surveys of pupil and families. |
| 5 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning between 2020 and 2023 due to the pandemic and possible impact on exams and career prospects. These challenges particularly affect disadvantaged pupils. |

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 |
|--|---|
| <ul style="list-style-type: none"> • Maximise the % of students from disadvantaged backgrounds who achieve a 'strong pass' or at least a 'standard pass' in English and Maths. Nationally, only around a third of such students achieve a 'standard pass' and around a quarter achieve a 'strong pass' at GCSE in both English and Maths. | <ul style="list-style-type: none"> • 70% of disadvantaged students achieve Grade 5 in both English and Maths. • Disadvantaged students' performance at Grade 9-5 and Grade 9-4 in English and Maths parallels non-disadvantaged students at the school. |
| <ul style="list-style-type: none"> • Maximise the % of students from disadvantaged backgrounds who participate fully in the subjects needed for the English Baccalaureate and who go on to achieve the English Baccalaureate. Nationally, fewer than 10% of such | <ul style="list-style-type: none"> • Disadvantaged students achieve an average grade of 5.5 in the English Baccalaureate. • Disadvantaged students' entry into E-Bacc and performance at E-Bacc parallels |

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| students achieve the English Baccalaureate. | non-disadvantaged students at the school. |
| <ul style="list-style-type: none"> Maximise the % of students from disadvantaged backgrounds moving on to apprenticeships or further education at the end of Year 11. | <ul style="list-style-type: none"> Over 95% of disadvantaged students go on to further study after Year 11. Disadvantaged students' post-16 pathways parallels those of non-disadvantaged students at the school. |

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.

Our strategy is based on evidence from research by organisations such as the Education Endowment Foundation (EEF). This includes key principles such as:

- Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies.
- Focusing on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.
- Selecting approaches on the basis of strong external evidence.

The school adopted the four steps to an effective Pupil Premium Strategy, recommended by the EEF.

1. Diagnosing Pupils' Needs.
2. Using strong evidence to support the strategy.
3. Implementing the strategy – focusing considerably on execution
4. Monitoring and evaluating the strategy

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £189,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------|---|-------------------------------|
| Extra English teacher | <p>Additional English teacher provides smaller class sizes and promotes higher quality monitoring of all learners, not just the disadvantaged.</p> <p>EEF guide to the Pupil Premium states that spending on high quality teaching 'should rightly be a top priority for pupil premium spending'.</p> | 3 |

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|---|---|---|
| Extra Maths teacher | <p>Additional Maths teacher provides smaller class sizes and promotes higher quality monitoring of all learners, not just the disadvantaged.</p> <p>EEF guide to the Pupil Premium states that spending on high quality teaching 'should rightly be a top priority for pupil premium spending'.</p> | 3 |
| Teaching and Learning Assistants – English & Maths | <p>Additional teaching and learning assistants provide disadvantaged students with learning difficulties targeted support in accessing and adapting the curriculum. They also enhance one-to-one and small group targeted tuition for learners to close well defined curriculum gaps.</p> <p>This is supported by the EEF Pupil Premium Guide because 'linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy'.</p> <p>Evidence is good for TAs providing targeted intervention: Teaching Assistant Interventions EEF</p> | 3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. | <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches and the recent Ofsted subject review in Maths:</p> <p>Teaching mathematics at key stage 3 - GOV.UK</p> <p>Research review series: mathematics - GOV.UK</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> | 3 |
| <p>Enhancement of our English teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and</p> | <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Curriculum and the Ofsted subject review for English, published in June 2022.</p> <p>Research review series: English - GOV.UK</p> <p>In addition, acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject (something attested to by the EEF): Improving Literacy in Secondary Schools</p> | 3 |

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| instructional coaching focussed on each teacher's subject area. | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Intervention resources | <p>High quality resources and materials, linked to specific curriculum areas, are crucial to securing effective intervention provision.</p> <p>This is supported by the EEF Pupil Premium Guide because 'linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy'</p> | 2 |
| Saturday, After School Tuition and Holiday intervention | <p>Saturday, after school and holiday sessions provide small group and one-to-one tuition – delivered by curriculum specialists who know the subject and the students being targeted. This is supported by the EEF Pupil Premium Guide because 'linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy'.</p> <p>In particular, reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies EEF</p> <p>The tuition would also take into account the EEF toolkit. One to one tuition EEF and Small group tuition EEF which include effective approaches to implementing tuition.</p> | 1, 3 |

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| Reading Tests, Reading Wise Intervention and Read Aloud as part of our 'Promoting a World-Class Book Culture' strategy, particularly for disadvantaged students. | <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <ul style="list-style-type: none"> • From birth to 48 months, professional parents use around 30 million more words. • Gap forms: 'Beginner's paradox': without enough words, cannot learn related words. • Gap increases: fluent reader at 10 encounters 1 million words a year. • Gap compounded: breadth increases but reading & vocabulary teaching drops. <p>As part of this, the school will enhance reading (reading tests, Reading Wise intervention and 'read Aloud' programme. EEF Teaching and Learning Toolkit suggests that evidence of these strategies is strong - Reading comprehension strategies EEF</p> <p>DfE study:</p> <ul style="list-style-type: none"> - ReadingWise increased reading ages by 10 months in one term. - For reluctant and less able learners, listening to a proficient reader helps accelerate the acquisition of vocabulary than silent reading. | 2, 3 |
|--|---|------|

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £54,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Pupil Premium Guarantee – payment of £100 to Pupil Premium families to reduce barriers to learning, providing free | EEF guide to Pupil Premium relates 'non-academic challenges' to success in school – including attendance, behaviour and social and emotional support. With the impact of COVID-19, it is vital that | 2, 4, 5 |

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|---|--|---------|
| transport and free access to enrichment activities (such as trips) as well as resources relating to the curriculum. | <p>the school removes any financial, social and emotional barriers to learning.</p> <p>Regular mentoring of key students will have an impact on improving attitudes towards learning and achievement, particularly with disadvantaged students. Research by Newcastle University on poverty proofing the school day will also support our strategy. Poverty Proofing the School Day: Evaluation and development report. (ncl.ac.uk)</p> <p>It confirms that there is evidence of increased attendance and attainment of disadvantaged pupils as a result of removing barriers to learning and poverty proofing the school day.</p> <p>Whilst there is insufficient evidence relating to activities that raise ambition, there is some evidence of impact of mentoring. Mentoring EEF</p> | |
| Performance Review Meetings | | 4, 5 |
| SLT Mentoring | | 4, 5 |
| Access to a counsellor | | 5 |
| Staff trained as Mental Health First Aiders | | 5 |
| Star Map Review Meetings | <p>These meetings would ensure access to the curriculum for disadvantaged learners with special educational needs.</p> <p>The research underpinning the Education Endowment Foundation's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for students with SEND. The Star High 5 (listed below), informed by EEF research, are particularly well evidenced as having a positive impact. Subject teachers will develop a repertoire of these strategies and use them as the starting point for classroom teaching for all students, including those who are disadvantaged and have SEND.</p> <ul style="list-style-type: none"> • Know the child – Students are listened to, heard and understood. • Plan creatively – Group students flexibly to teach for specific needs and knowledge gaps. • Clear and consistent language – Give 'what to do' instructions and stamp learning. • Scaffold – Pre-teach and overlearn knowledge and vocabulary. • Know more, remember more – Increase checks on knowledge. | 3, 4, 5 |

Total budgeted cost: £304,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

In 2023, exams returned to the rigour and standards of pre-pandemic levels with the removal of lenient marking and generous grading.

In 2023, the school achieved the following outcomes with students from disadvantaged backgrounds (compared with 2023 outcomes for **non-disadvantaged pupils** nationally):

| | National achievement 2023 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 | 0.17 | 1.35 | +1.18 |
| Attainment 8 | 50.2 | 59.7 | +9.5 |
| 9-4 in English and mathematics | 73% | 86% | +13% |
| 9-5 in English and mathematics | 52% | 80% | +28% |
| Achieving 9-5 English Baccalaureate | 20% | 46% | +26% |
| EBacc Average Points Score | 4.43 | 5.55 | +1.12 |
| Entered for English Baccalaureate | 43% | 94% | +51% |

In 2023, the school achieved the following outcomes with students from disadvantaged backgrounds (compared with 2023 outcomes for **disadvantaged pupils** nationally):

| | National achievement 2023 for disadvantaged pupils | Achievement of disadvantaged pupils in school: 2023 | Gap between achievement of disadvantaged pupils in school and disadvantaged pupils nationally |
|--------------------------------|--|---|---|
| Progress 8 | -0.57 | 1.35 | +1.92 |
| Attainment 8 | 34.9 | 59.7 | +24.8 |
| 9-4 in English and mathematics | 43% | 86% | +43% |
| 9-5 in English and mathematics | 25% | 80% | +55% |

| | | | |
|-------------------------------------|------|------|-------|
| Achieving 9-5 English Baccalaureate | 7% | 46% | +39% |
| EBacc Average Points Score | 2.97 | 5.55 | +2.58 |
| Entered for English Baccalaureate | 28% | 94% | +66% |

In particular, this has led to the school achieving outstanding progress for its students who come from disadvantaged backgrounds.

- As a school more than 40% of our pupils are considered disadvantaged and in this classification Eden Girls' School, Waltham Forest is the 2nd best school in the country for results by students from disadvantaged backgrounds based on 2023 data.
- In 2023, 86% of disadvantaged students achieved 9-4 and 80% achieved 9-5 in English and Maths and they had a Progress 8 score of +1.35, which is +0.15 above the performance of the whole cohort at +1.20.

Eden is a high performing school, with high proportion of students achieving the English Baccalaureate at grade 9-5.

- In 2023, 46% of disadvantaged students achieved the English Baccalaureate which is +4% above the whole cohort at 42% and nationally 20% of disadvantaged students.
- In 2023, a 9% improvement of disadvantaged students achieving the English Baccalaureate compared to 2022.

Aspects of our Pupil Premium Strategy that have been most effective at improving outcomes for disadvantaged pupils are:

- Bespoke tuition and intervention for identified pupils.
- Enhancement of our English teaching and curriculum planning.
- Enhancement of our Maths teaching and curriculum planning.
- Extra English teacher – allowing for smaller class sizes where needed.
- Extra Maths teacher – allowing for smaller class sizes where needed.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations. We are at present on course to achieve the outcomes we set out to achieve over the next three years, as stated in the Intended Outcomes section above.

The Pupil Premium allows us to focus our resources more effectively on those students who are most likely to fail to achieve due to their socio-economic background.

Externally provided programmes

| Programme | Provider |
|---------------------------|-------------|
| Sparx Maths | Sparx |
| Reading Wise Intervention | ReadingWise |
| Languagenut (MFL) | Languagenut |
| Seneca Premium | Seneca |

Further information

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

- 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. In-school strategies include regular briefings, curriculum guidance events for parents and pupils, revision guidance events and booklets and use of virtual learning platforms to continue dialogue with learners beyond the school day.
- utilising support from our local [Mental Health Support Team](#) and mentoring of learners with emotional and behavioural needs will 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, National Citizens Service, Star Citizen Award) will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.