



Pupil Premium Strategy 2016-17

1. Introduction

Pupil Premium funding received by Eden Boys' this year will focus on addressing the inequalities between disadvantaged pupils and their peers. The premium was introduced in April 2011 and is allocated to work with pupils who have registered for free school meals at any point in the last 6 years, Looked After Children (LAC) and children of service personnel. Nationally, these pupils achieve at a level significantly below those not entitled to the premium grant on all key indicators.

Eden Boys' is due to receive £41,225 for the academic year 2016/17 for 58 pupils. The school uses this funding to ensure all disadvantaged pupils achieve their potential and are supported in closing the gap to their peers. 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. The following document details specific actions together with costs and impact for each element of our pupil premium spend. It should be noted that our core belief of social mobility regardless of background drives everything we do to improve pupils' life chances.

2. Key Stage 2 Performance Indicators

Year 7 - 23 disadvantaged pupils 2016-17	Y7	National All	National Boys
Reading: % of disadvantaged pupils achieving expected standard	43.5	66	62
Reading: % of disadvantaged pupils achieving a high standard	8.7	19	16
Mathematics: % of disadvantaged pupils achieving expected standard	73.9	70	70
Mathematics: % of disadvantaged pupils achieving a high standard	21.7	17	18
Reading and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and Maths)	39.1	53	50
Reading and Maths: % of disadvantaged pupils achieving a high standard (NA represents % Reading, Writing and Maths)	17.4	5	5
% Attendance for disadvantaged pupils (School average attendance 97.4%)	-	-	-
Year 8 - 22 disadvantaged pupils 2016-17	Y8	National All	National Boys
Reading: % of disadvantaged pupils achieving expected standard	68	89	86
Reading: % of disadvantaged pupils achieving a high standard	9	50	46
Mathematics: % of disadvantaged pupils achieving expected standard	64	86	86
Mathematics: % of disadvantaged pupils achieving a high standard	18	42	45
Reading and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and Maths)	59	-	-
Reading and Maths: % of disadvantaged pupils achieving a high standard (NA represents % Reading, Writing and Maths)	18	-	-
% Attendance for disadvantaged pupils (School average attendance 97.4%)	95	95.9	95.1
Year 9 - 13 disadvantaged pupils 2016-17	Y7	National All	National Boys
Reading: % of disadvantaged pupils achieving expected standard	77	89	86
Reading: % of disadvantaged pupils achieving a high standard	31	50	46
Mathematics: % of disadvantaged pupils achieving expected standard	62	86	86
Mathematics: % of disadvantaged pupils achieving a high standard	38	42	45
Reading and Maths: % of disadvantaged pupils achieving expected standard (NA represents % Reading, Writing and Maths)	54	-	-
Reading and Maths: % of disadvantaged pupils achieving high standard (NA represents % Reading, Writing and maths)	38	-	-
% Attendance for disadvantaged pupils (School average attendance 97.4%)	97.7	95.9	95.1

3. Rationale

Barriers to future attainment for pupils eligible for DISADVANTAGED PUPILS, including those who are more able	
In-school barriers	
A	Low literacy skills on entry into Y7. Proportion of disadvantaged pupils reaching expected standard in Reading is 43.5% (higher standard 8.7%) 66% NA (19% higher standard)
B	Cursive writing has been identified as an issue for all year groups by external QA inspection
C	Fine average point score at KS2 is significantly below national at -1.2 in current Y8
D	Parental engagement, particularly from outreaching geographical areas. Latest parental meeting only 61% of parents of disadvantaged pupils attended whilst 90% of parents of non-disadvantaged pupils attended
External Barriers	
A	All pupils are classed as coming from an ethnic minority background. English as an Additional Language 84.5% (NA 15.7%)
B	Aspirations- Geographically in the bottom 40% nationally for deprivation indicator. 97.3% of pupils are below the NA (20%) of pupils who do not live in high social class households. 79.3% of pupils are below the NA (14.6%) for pupils living in overcrowded households. 97.3% of pupils come from wards which have lower than national levels of adult participation in Higher education.
C	One of the main feeder primary schools (28% of pupils) has been judged by Ofsted to be Inadequate for some time. The remaining pupils come from 28 different primary schools.

4. Key Objectives of the Strategy

Quality First Teaching- Outstanding performance comes out of high quality teaching and learning on a day to day basis, consequently our major focus, is to continue to develop the capacity and skills of all our staff. The growth model of staffing requires a high focus on quality and continual professional development for all teaching and associate staff.

Our specific objectives are as follows:

- **Outstanding progress:** to ensure disadvantaged pupils make similar progress as all pupils nationally; being 'on track' to meet minimum Tauheedul Targets
- **Full curriculum access:** to ensure disadvantaged pupils are sufficiently literate and numerate to access and succeed in all curriculum areas
- **Breadth of experience:** to ensure the well-being of disadvantaged pupils and encourage their engagement in a wide range of sporting and cultural extra curriculum activities.

5. Specific Aims for Diminishing the Difference in Progress for Disadvantaged Pupils

- Develop high quality tracking and analysis tools to establish and monitor progress of disadvantaged pupils in all key performance Indicators
- Ensure a full programme of curriculum, pedagogical and pastoral transition is in place for disadvantaged pupils from KS2 to KS3, including for more able pupils
- Utilise the Tauheedul Quality Standard Teaching Framework to ensure quality first teaching; increasing pupil progress per lesson
- Focus lesson observation on the learning and progress of disadvantaged pupils, including the more able
- Establish after school intervention sessions to diminish the difference in maths and English
- Establish a library and introduce Accelerated Reader to all pupils
- Develop one to one reading programmes for pupils with weak literacy skills (using the new Teaching Assistant)
- Embed Performance Review Meetings for Year 7, 8 and 9 pupils.

6. Eden Boys' Teaching and Learning of Disadvantaged Pupils - Non-Negotiables

- Enable ease of Identification; disadvantaged pupils, including those who are more able, are clearly identifiable on all SIMS Data and Tracking Sheets
- Produce high quality marking and feedback across the whole curriculum
- Improve reading comprehension to enable pupil access to the curriculum in all areas, including those pupils who are more able.

7. Pupil Premium Spending Plan 2016 - 17

Initiative 1							
Improvement in the tracking, identification, intervention and outcomes relating to the achievement, attendance and well-being of disadvantaged pupils							
Actions	Chosen Approach	Reasons for Approach	Who	When	QA	Cost	Success Criteria
1.1 Implementation and embedding of the use of Capita SIMs to monitor and analyse progress of disadvantaged pupils	<p>To improve data and tracking ability across school to speed up the analysis and identification of pupil achievement, attendance, conduct and well-being concerns</p> <ul style="list-style-type: none"> • Software system set up • Training of Business Support Officers in data analysis • Whole school training in the use of SIMs analysis tools • Increased monitoring and analysis by support staff 	<p>Clear identification of those pupils who are disadvantaged and robust tracking and monitoring to ensure they do not fall below that of their peers</p>	AMI	Dec 16	SLT	£2,500	<ul style="list-style-type: none"> • Improvement in the accuracy of tracking and the speed in which analysis and identification of all underachieving pupils is achieved, a disproportionate number of these are disadvantaged pupils. • All subjects closely monitor progress in line with minimum Tauheedul targets ensuring progress is clearly identified for ALL pupils. • Improved tracking of behaviour and attendance, leading to improved behaviour and increased attendance within this group of pupils
1.2 Continued development of middle leaders in the analysis and evaluation of data and construction of Individual Intervention Plans (IIPs)	<ul style="list-style-type: none"> • Directors of Learning identify underachieving pupils at every data capture to enable constructive challenge to teachers in order to improve the provision of early intervention strategies and to rapidly diminish any difference • Individual Intervention Plans to be constructed for all disadvantaged pupils who are underachieving • Targeted and personalised intervention programmes 	<p>Develop the expertise in identification and implementation of quality, personalised intervention strategies.</p> <p>Small group tuition is effective which greater feedback from the teacher, more sustained engagement in smaller groups, or work closely matched to learners needs has a positive impact</p> <p>EEF Rating: Moderate +4 months</p>	AMI ASW	Jul 17	LGB	£1500 £10000	<ul style="list-style-type: none"> • Improved T&L and curriculum provision within depts. • Improved accuracy and quality assurance of teacher assessment • Timely identification of those pupils who are underachieving and the specific barriers/factors which contribute. • Intervention plans in place for all disadvantaged pupils who are underachieving • 'In school' gap in achievement of those pupils who are disadvantaged is smaller than national
1.3 Training and development of Pastoral Team	<p>To effectively manage the ECM Risk register with the aim of:</p> <ul style="list-style-type: none"> • Focussing on the data and tracking of pupils, in particular, those who are disadvantaged; to remove all barriers to learning affecting progress. • To carry out individual and small group interventions based on a caseload approach. • Providing an effective alternative to negate the use of FTE • Improvement in home/school information systems <p>Engage hard to reach parents through differentiated approaches to home/school partnerships</p>	<p>Evidence suggests that behaviour and attendance interventions can produce large improvements in academic performance along with a decrease in problematic behaviours.</p> <p>EEF Rating: Moderate +4 months</p> <p>Research shows the more parents get involved with school the more likely their child will:</p> <ul style="list-style-type: none"> • Achieve better grades • Score more highly in tests • Higher attendance rate • Improved social skills • More likely to complete homework • Have a more positive attitude to school • More likely to graduate from Higher education <p>Parent Partnership Research</p>	ASW	Jul 17	SLT	£10K	<ul style="list-style-type: none"> • Reduced incidents of disruption in class • Improved effectiveness of staged responses to negate negative pupil behaviours, including the effective and targeted use of detentions and parental reporting systems • Identification of staff needing support and development • Improved communication and partnership with parents/carers • Accurate and complete records of pupil conduct • Focus on restorative practices to resolve conflict • Reduced Fixed Term Exclusion
1.4 Improve attendance	<p>To focus on the accuracy, identification of patterns/trends and the communication with home, when pupil attendance and punctuality are of concern, including:</p> <ul style="list-style-type: none"> • First day response procedures • Challenges to condoned absence • Administration of contact with parents/carers • Regular reporting and analysis of attendance concerns 	<p>There is a clear evidence link between poor attendance at school and low levels of achievement. Pupils who miss between 10 and 20% of school only 35% manage to achieve 5 A*-C compared to 73% with attendance of above 95%.</p> <p>DfE Attendance Report 2012</p>	HoY	Jul 17	SLT		<ul style="list-style-type: none"> • Improved safeguarding of missing pupils and ability to refer vulnerable pupils quickly to external agencies • Improvement in attendance • Reduction in condoned absence including parental requests for holidays in term time • Improvement of persistent absenteeism • Improved punctuality

1.5 Staffing and resourcing of a Nurture Group for KS3	Provide a nurture resource for key stage 3 pupils whose transition from primary phase has not been as successful due to unidentified and previously unmet need. Provision will include: <ul style="list-style-type: none"> Literacy and Numeracy catch up Emotional and social development Nurture type provision for lunch and breaktime Assistance with homework 	Social and Emotional Learning Packages appear to benefit disadvantaged or low attaining pupils more than other pupils, though all pupils benefit on average. EEF Rating: Moderate +4 months	SENCo	Jan 16	SLT	£3,000	<ul style="list-style-type: none"> All pupils needs assessed and comprehensive Individual Education Plans compiled to ensure appropriate ongoing provision mapping Pupils in nurture group making progress in line with minimum Tauheedul targets from KS2 in reading, writing, communication and mathematics Social and emotional literacy levels improve measured by pupil voice Enjoyment in learning voiced by pupils and their parents/carers Attendance and disruption data for disadvantaged pupils in the group in line with peers
Initiative 2	Improvement in standards of Teaching and Learning across the school which will disproportionately advantage those pupils who are disadvantaged						
Action	Chosen Approach	Reason for Approach	Who	When	QA	Cost	Success Criteria
2.1 Appointment of additional teacher in Maths Lead Practitioner in English Focus CPD on differentiated approaches	<ul style="list-style-type: none"> Adding additional capacity to further the influence and performance of the Maths and English Faculties Develop literacy strategy across the curriculum Increased staff awareness of the need for differentiated approach for teaching and learning and additional interventions for those who are disadvantaged 	Reducing the number of pupils in a class to 20 or below suggests the range of approaches a teacher can employ and the amount of attention each pupil's will achieve will increase. EEF Rating: Moderate impact +3 months	AMI SENCo	Sep 16 Jan 17 Jul 17	LGB LGB SLT	£16000	<ul style="list-style-type: none"> Progress in both English and Maths for disadvantaged pupils in line with minimum Tauheedul targets and at least in line with national (all pupils 2015 4xLoP data) Rapid narrowing of the attainment gap for in school (all disadvantaged pupils) by end of 2017. This includes those disadvantaged pupils who are more able.
2.2 Focus on the improvement of teacher feedback and pupil response	<ul style="list-style-type: none"> Introduction of new exercise books focused on teacher feedback and pupil response Whole school CPD focus on the correlation of good quality marking and feedback to improved pupil progress Quality Assurance and development of feedback and responses to and from pupils to improve understanding and skill development 	Feedback studies show very high effects on learning. Quality feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. EEF Rating: High Impact +8 months	AMI	Mar 17	LGB	£3,400	<ul style="list-style-type: none"> QA process shows quality of marking and feedback having a positive impact on pupil progress Pupil attitudes to learning are consistently positive Lesson observations provide evidence that attitudes to learning are good and pupils are engaged
2.3 Improvements in teacher and associate staff appraisal and review	<ul style="list-style-type: none"> Further implement robust staff appraisal process to develop practice through the deployment of coaches Development of a school teaching and learning group. High quality CPD programme for middle leaders to develop quality first teaching Robust programme for NQT's enabling clear identification of strength/areas for development. 	To enable SLT and Governors to support staff in their role in developing quality first teaching approaches across all faculties. No EEF research available	AMI	Dec 16	HT	Nil	<ul style="list-style-type: none"> Robust appraisal for all teaching staff based upon SMART, career stage targets and regular interim reviews Robust action plans for all NQT's based upon SMART targets to ensure improvement 100% of teaching across school good or better
Initiative 3	Specific Initiatives to raise achievement of disadvantaged pupils						
Action	Chosen Approach	Reason for Approach	Who	When	QA	Cost	Success Criteria
3.1 Group sizes in English/Maths smaller than average for school	<ul style="list-style-type: none"> Where the majority of pupils are disadvantaged, ensure groups in English and maths have a class size of no more than 15 	Reducing the number of pupils in a class to 20 or below suggests the range of approaches a teacher can employ and the amount of attention each pupil will achieve will increase. EEF Rating: Moderate impact +3 months	AMI	Jan 17	HT	See 2.1	<ul style="list-style-type: none"> Progress for pupils in receipt of pupil premium is judged as good with all pupils making expected progress towards their target grades or are rapidly diminishing the difference Disadvantaged pupils made similar progress to their peers, reflecting good use of the Pupil Premium Funding.
3.2 Introduction of extended and coordinated Raising	<ul style="list-style-type: none"> Monitor all KPI's for disadvantaged pupils on a half termly basis, identifying underachievement and ensuring robust Individual Intervention Plans (IIP) are in place to address barriers to learning 	Identification of all barriers to learning and progress both across faculty areas and within individual subjects	MMA	Jan 17	HT	See 1.2	<ul style="list-style-type: none"> English progress for disadvantaged pupils is well above that of non-disadvantaged pupils nationally for 2015 4xLOPs 2015 (NA 30%)

Achievement Plan (RAP) for consideration of Progress 8 measures	<ul style="list-style-type: none"> Develop a strategy to improve communication and involvement with hard to reach pupils, including parental information sessions 	<p>Personalized plans devised through forensic analysis of data will ensure any intervention is targeted and effective</p> <p>Parental involvement is consistently associated with pupil success at school. Supporting parents with their first child may have benefits to siblings</p> <p>EEF Rating: Moderate impact +3 months</p>					<ul style="list-style-type: none"> Maths progress for disadvantaged pupils is well above that of non-disadvantaged pupils nationally for 2015 4xLOP (NA 30%) Increase in parental support and involvement in pupil learning, particularly from those who are hard to reach.
3.3 Improve Literacy levels in KS3 through appointment of new Lead Teacher and improved literacy resources and facilities	<ul style="list-style-type: none"> Introduction of Accelerated Reading Programme throughout KS3 Library provision extended to before and after school to facilitate improved access and extension of the library stock and facilities 	<p>On average reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p>EEF Rating: Moderate impact 5+ months</p>	ASW	Jan 17	SLT	£8500	<ul style="list-style-type: none"> The development of reading, writing and communication across the curriculum is rapidly improving Y7/8 systems of tracking chronological reading age to actual reading age show that 80% of identified disadvantaged pupils are on track to reach minimum Tauheedul Targets

First Review Date	January 2017	Second Review Date	April 2017	Third Review Date	July 2017	Final Review Statement	October 2017
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Evaluation of Pupil Premium 2016-17

What difference did the use of pupil premium funding make to outcomes for supported pupils in 2016/17?

Forecast outcomes for disadvantaged pupils

	National outcomes			School level forecast outcomes				
	All pupil's national headlines 2016	Non-disadvantaged pupil's national headlines 2016	Disadvantaged pupil's national headlines 2016	2018 (Y7)	2018 (Y8)	2018 (Y9)	2018 (Y10)	2018 (Y11)
Pupils achieving English and mathematics at grade 4 or above	62%	71%	71%	n/a	82%	42%	100%	n/a
Pupils entered for English Baccalaureate	35%	n/a	45%	100%	100%	100%	n/a	n/a
Pupils achieving English Baccalaureate	24%	29%	29%	n/a	n/a	n/a	n/a	n/a

Attendance outcomes for disadvantaged pupils

	National outcomes			School level outcomes 2017				
	All pupil's national headlines 2016	Non-disadvantaged pupil's national headlines 2016	Disadvantaged pupil's national headlines 2016	2018 (Y7)	2018 (Y8)	2018 (Y9)	2018 (Y10)	2018 (Y11)
Attendance	95.0%	95.9%	92.8%	n/a	97.41%	96.55%	98.58%	n/a
Persistent absence	12.4%	8.3%	21.6%	n/a	4.5%	9.5%	0.0%	n/a
Unauthorised absence	n/a	n/a	n/a	n/a	0.20%	0.43%	0.34%	n/a

Action 1.1 - Implementation and embedding of the use of Capita SIMs to monitor and analyse progress of disadvantaged pupils

Review January 2017

- All pupils identified on individual class SIMs marksheet ensures staff can provide targeted support for specific pupils.
- Data capture every half term to robustly track progress of disadvantaged pupils with robust intervention programmes in place within core subject areas of English and maths
- Weekly Every Child Matters reports and intervention discussed and implemented for all pupils who raise concerns.

Review April 2017

- SIMS marksheets updated on a weekly basis.
- Attendance for disadvantaged pupils in the Spring Term improved further to 97.9% (NA 94.8%)

Review July 2017

- Attendance for disadvantaged pupil in the Summer Term Y7 97.41%, Y8 96.55%, overall 97.3% (compared to 98.1% non-disadvantaged pupils). (NA 95.0% 2015/16.) Attendance significantly above NA and significantly above NA for disadvantaged pupils (92.8%)

Review October 2017

- Fully complete attendance tracking sheets and attendance plans with disadvantaged pupils marked and analysed in weekly attendance and behaviour reports. This had led to the disadvantaged pupils' attendance at school being in the top 5% of all schools nationally

Action 1.2 - Continued development of middle leaders in the analysis and evaluation of data and construction of Individual Intervention Plans

Review January 2017

- Autumn data shows 69% of disadvantaged pupils making 4 four grades of progress (meeting minimum Tauheedul targets) in English which is significantly above ALL pupils nationally which currently stands at 30%. In maths, 52% of disadvantaged pupils are making 4 grades of progress (meeting minimum Tauheedul targets) which again is significantly above ALL pupils nationally at 30% (meeting Tauheedul minimum grades)
- Performance Review Meetings conducted following data capture. Super learning days for Year 9 led to a greater focus on disadvantaged pupils progress

Review April 2017

- Spring data shows that the overwhelming majority of disadvantaged pupils are making progress in English and in maths above that of ALL pupils nationally

4GOP/minimum Tauheedul Targets	English	Maths
Average all pupils nationally	30%	30%
Year 7	68%	68%
Year 8	36%	36%
Year 9	52%	25%

Review July 2017

- Summer term data shows that the majority of disadvantaged pupils are continuing to make progress in English and in maths above that of ALL pupils nationally. Year 8 performed less well in mathematics on the July assessment point and will be tracked rigorously during the academic year 2017-18

4GOP/minimum Tauheedul Targets	English	Maths
Average all pupils nationally	30%	30%
Year 7	77%	50%
Year 8	33%	10%
Year 9	50%	42%

Review October 2017

- Year 10 data for AP1 indicates that 100% of disadvantaged pupils are on track to achieve grades 9-4 in both English and mathematics, whilst 58.3% are on track to achieve grades 9-5 (100% of MAPs and 80% of HAPs)
- Year 9 data (previously Y8) for AP1 indicates that disadvantaged pupils are performing as well as non-disadvantaged pupils. P8 score for mathematics for non-disadvantaged 1.8, whilst P8 for disadvantaged for AP1 is 1.9.

Action 1.3 – Training and development of Pastoral Staff

Review January 2017

- Of four pupils excluded for a total of 13 days, 1 pupil was categorised as disadvantaged and excluded for 5 days (4.76% compared to NA 18.77% for disadvantaged pupils)

Review April 2017

- No disadvantaged pupils were excluded during the spring term.

Review July 2017

- No disadvantaged pupils were excluded during the summer term.
- More targeted parental conversations for disadvantaged pupils following review and implementation of an alternative parents' evening format
- External DfE quality assurance visit identified behaviour as very strong, with key indicators in the top 5% of schools nationally

Review October 2017

- Of four FTEs in the Autumn term, only 1 was a disadvantaged pupil. This was for a period of 2 days (14.5 days in total) 1.2% of disadvantaged pupils compared to 18.77% nationally
- No disadvantaged pupils have been isolated during this first half of the Autumn term

Action 1.4 – Attendance

Review January 2017

- Disadvantaged pupils' attendance 96.8% (NA 95% for all pupils nationally / 92.8% for disadvantaged pupils nationally)
- Persistent absentee levels for disadvantaged pupils are well below NA at 8.9% (compared to NA persistent absence all at 12.4% and NA of 21.6% for disadvantaged pupils)
- Review April 2017
 - Disadvantaged pupils' attendance 97.9% (NA 95% for all pupils nationally / 92.8% for disadvantaged pupils nationally)
 - PA levels for disadvantaged pupils have decreased significantly and are well below NA at 5.6% compared to NA persistent absence all pupils at 12.4% and NA of 21.6% for disadvantaged pupils
- Review July 2017
 - Disadvantaged pupils' attendance 97.3% (NA 95% for all pupils nationally / 92.8% for disadvantaged pupils nationally). Overall persistent absence of disadvantaged pupils remained low at 7.2% compared to NA persistent absence all pupils at 12.4% and NA of 21.6% for disadvantaged pupils
- Review October 2017
 - Attendance for disadvantaged pupils 97.3% (compared to 95.4% at the same point in previous academic year, 2016-17)

Action 1.5 - Staffing and resourcing of a nurture group for KS3

Review January 2017

- Provision deferred until 2017-18

Review October 2017

- Nurture group pupils identified for communication, interaction needs
- Inclusion support leaders (pupils) identified to support staff in interventions
- Planning and funding for creation of sensory room in place
- Nurture support to commence Jan 2018

Action 2.1 - Appointment of additional teacher in Maths / Lead Practitioner in English / Focussed professional development on differentiated approaches

Review January 2017

- Additional Teacher recruited in Maths for Sept 2016

Review April 2017

- Lead Practitioner appointed in English and Literacy (January 17) resulting in Literacy strategy well underway during morning guidance session
- Average class size for disadvantaged pupils in English, maths and science is 17

Review July 2017

- Planning for progress and transition & medium-term planning and progression maps professional development

Review October 2017

- In 19/23 lesson observations teachers' strong subject knowledge and understanding of progression enthused and challenged pupils. Teachers successfully built upon prior knowledge and understanding
- Year 10 data for AP1 indicates that 100% of disadvantaged pupils are on track to achieve grades 9-4 in both English and mathematics, whilst 58.3% are on track to achieve grades 9-5 (100% of MAPs and 80% of HAPs)
- Year 9 data (previously Y8) for AP1 indicates that disadvantaged pupils are performing as well as non-disadvantaged pupils. P8 score for mathematics for non-disadvantaged 1.8, whilst P8 for disadvantaged for AP1 is 1.9. This shows marked improvement compared to July 2017 progress measures

Action 2.2 - Focus on the improvement of teacher feedback and pupil response

Review January 2017

- The majority of lesson observations show strong behaviour for Learning

Review April 2017

- Pupil attitudes to learning are mainly positive with the majority feeling teaching is strong, lessons are well organised, they are aware of what is expected of them, including their target grades and they value that they can learn in different ways. This is echoed by the majority of parents across Y7 – 9 who feel their son is making good progress and would recommend this school to other parents
- All four external quality assurance visits to the school have indicated that the behaviour of the pupils is strong.

Review October 2017

- In observations, books demonstrate pupils acquiring skills / knowledge, developing understanding and pupils being able to practise skills well
- In most cases, inaccuracies in knowledge based or spelling, punctuation or grammar are addressed through peer, self or teacher assessment

- All staff are aware of the school’s marking and feedback policy and staff adhere to this. Teachers’ books show progress to be strong; teachers’ books demonstrate marking impacts on pupil progress. Teacher feedback is personalised, specific and incremental and pupils apply the feedback to improve specific aspects of their work

Action 2.3 - Improvements in teacher and associate staff appraisal and review

Review January 2017

- Action plans based upon regular review, assessment and self-evaluation are in place for all Newly Qualified Teachers

Review October 2017

- All staff have been involved in a yearly review (where applicable) and new targets have been set in line with TET policy (86% pupils achieve grade 9-5; P8 score +1.0)

Action 3.1 - Group sizes in English/Maths smaller than average for school

Review January 2017

- Autumn data shows 69% of disadvantaged pupils making 4 grades of progress (on track to meet minimum Tauheedul target) in English which is significantly above ALL pupils nationally which currently stands at 30%
- In maths, 52% of disadvantaged pupils are making 4 grades of progress (on track to meet minimum Tauheedul target) which again is significantly above ALL pupils nationally at 30%.

Review April 2017

- Spring data shows the vast majority of disadvantaged pupils are making progress in English and in maths above that of ALL pupils nationally

4GOP / on track to meet TET target	English	Maths
Average All Pupils Nationally	30%	30%
Year 7	68%	68%
Year 8	36%	36%
Year 9	52%	25%

- The vast majority of parents across Y7 – 9 feel their son is making progress at Eden Boys’ School. They feel staff assist them to help their son with their learning and say they would recommend the school to other parents.

Review July 2017

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Action 3.2 - Introduction of extended and coordinated Raising Achievement Plan (RAP) for consideration of Progress 8 measures

Review January 2017

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Year 7	68%	68%
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- The vast majority of parents across Y7 – 9 feel their son is making good progress at Eden Boys' School, they feel staff assist them to help their son with their learning and say they would recommend the school to other parents.

Review July 2017

- Pupil outcomes for summer 2017 show that disadvantaged pupils in years 7 and 9 made strong progress when compared to national four levels of progress data for all pupils (2015) in both English and mathematics. Pupils in year 8 made progress in line with four levels of progress data for national all pupils in English. Progress in mathematics was less strong and will be tracked rigorously in 2017-18 with additional intervention provided for targeted pupils.

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Action 3.3 - Improve Literacy levels in KS3 through appointment of new Lead Teacher and improved literacy resources and facilities

Review January 2017

- Improving Communication CPD delivered by Trust English consultant

Review April 2017

- Due to the longer than expected hosting of Olive Primary School on the ground floor of the building, the opening of the newly refurbished library resource and the subsequent launching of AR across school has been postponed until the new academic year.
- Testing and initial analysis of reading ages have been carried out using Accelerated Reader for all pupils in school
- Effective questioning CPD delivered by Trust English consultant and Lead Practitioner

Review July 2017

- Quality assurance of impact of CPD on questioning demonstrates teachers are using probing questions to develop pupil responses; encourage use of speculative language to promote thinking and to ensure depth to responses
- Marking for literacy CPD delivered
- Introduction to synthetic phonics (3 sessions) CPD delivered

Review October 2017

- Library resource area in full use during morning registration session, break and lunch times
- Literacy champions established – older pupils supporting younger pupils to develop reading skills
- Literacy catch up sessions delivered by teaching assistants
- CPD for staff on: Developing Key Subject Terminology; incorporating literacy into starter activities; Hinge Questioning; The Sequence for Teaching Extended Writing.