



### 1 Introduction

Pupil Premium funding received by Eden Boys', specifically focused on addressing the inequalities between disadvantaged pupils and their peers. The pupil premium was introduced in April 2011 and is allocated to work with pupils who have registered for free school means 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 £17999 for the academic year 2015/16 for 19 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 2015/16 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 Review 2014-15 Review

Eden Boys' is a new free school, opened in September 2015 as part of the Tauheedul Trust. As a consequence, there is no review of pupil premium spending for 2014-15.

### 2 How much Pupil Premium did the school receive in 2015/16

There are 19 pupils identified as entitled to pupil premium funding. This is allocated at a rate of £935 per pupil giving a total for 2015/16 of £17,999

### 3 What were our key Objectives

Outstanding performance comes out of high quality teaching and learning on a day to day basis, consequently our major focus, as a school in its first year, was to develop the capacity and skills of our staff.

Our specific objectives for the use of Pupil Premium funding were as follows:

- **Outstanding progress:** to ensure disadvantage pupils make as much progress as all other boys by being 'on track' to make 4 levels of progress.
- **Full curriculum access:** to ensure disadvantage pupils are sufficiently literate and numerate to access and succeed in all curriculum areas.
- **Breadth of experience:** to ensure disadvantage pupils engage in a wide range of sporting and cultural extra curriculum activities.

### 4 Specific Aims for Closing the Gap with Disadvantaged Pupils

- Using the Tauheedul Quality Standard Teaching Framework ensure quality first teaching; increasing pupil progress per lesson

- Focusing lesson observation on the Learning and Progress of disadvantaged pupils
- Establishing 1 to small group intervention (Maths)- Targeting small groups of pupils on C/D border line
- Establishing 1 to small group intervention (English)- Targeting small groups of pupils on C/D border line
- Establishing after school intervention sessions to close the gap happened in maths and English
- Developing Teaching Assistant led morning intervention sessions in reading
- Ensuring comprehensive SLT/HOY Mentoring
- Establishing Performance Review Meetings for Year 7 and 8 pupils

#### 4 Eden Boys' Teaching and Learning of Disadvantaged Pupils - Non-Negotiables

- Ease of Identification; disadvantaged pupils evident on all SIMS Data and Tracking Sheets
- High Quality marking and feedback
- Reading comprehension

#### 5 Rationale

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A	Low literacy skills on entry into Y7. Greater percentage below Level 4 at 25% (NA 11%, NA Boys 13%)
B	Low maths skills on entry into Y7. Greater percentage below Level 4 at 35% (NA 17%, NA Boys 18%)
C	Low SPAG skills on entry into Y7. Greater percentage below national at 38% (NA 20%, NA Boys 24%)
External Barriers (issues which also require action outside school, such as low attendance rates)	
A	All pupils are classed as coming from an ethnic minority background. English as an Additional Language 86% (NA 14.4%).
B	Geographically in the bottom 10% nationally for deprivation indicator
C	One of the main feeder primary schools has been in Special Measures for some time

#### 6 Pupil Premium Actions 2015/16

Pupil Premium spend	Actions	Costs	Responsibility	Impact Evaluation 2015-16	Monitoring	Status (RAG)
1.1 Embed strategies for learning to learn (metacognition)	<ul style="list-style-type: none"> <li>• Run a programme with curriculum leaders so all boys can use key strategies               <ul style="list-style-type: none"> <li>(a) Plan their learning</li> <li>(b) Set goals</li> <li>(c) Monitor their learning</li> <li>(d) Evaluate against goals</li> </ul> </li> </ul>	£1,000 Staff CPD	Vice Principal	<ul style="list-style-type: none"> <li>• All boys set and review goals on a weekly basis</li> <li>• Goals set include: learning, spiritual and personal development</li> <li>• All boys aware of targets in all subject areas and next steps to progress</li> </ul>	<ul style="list-style-type: none"> <li>• SLT cycle of lesson observation</li> <li>• Planner scrutiny</li> <li>• Pupil interviews</li> </ul>	
	<ul style="list-style-type: none"> <li>• Learning to learn strategies explained to boys (strategies displayed in the classroom)</li> </ul>	£250 Display costs	Vice Principal	<ul style="list-style-type: none"> <li>• Assembly held to introduce learn to learn strategies</li> <li>• Staff training on implementation of L2L strategies</li> <li>• Resources produced and displayed in classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil interviews</li> <li>• Learning walks</li> <li>• Lesson obs</li> </ul>	

<b>1.2 Targeted Intervention of disadvantaged pupils for additional English and maths</b>	<ul style="list-style-type: none"> <li>Set up of SIMS system to identify and track progress of disadvantaged pupils across the curriculum</li> </ul>	£2,500 SIMS set up costs	Vice Principal	<ul style="list-style-type: none"> <li>Y7 English: 68% PP on track for 4LOP (NA other 34%). Significantly above national</li> <li>Y8 English: 58% PP on track for 4LOP (NA other 34%). Significantly above national</li> <li>Y7 maths: 39% PP on track for 4LOP (NA other 35%). Above national</li> <li>Y8 maths: 41% PP on track for 4LOP (NA other 35%). Well above national</li> </ul>	<ul style="list-style-type: none"> <li>SIMS Tracking</li> <li>End of year assessment</li> <li>QA and moderation of assessment</li> </ul>	
	<ul style="list-style-type: none"> <li>Design appropriate assessment to baseline disadvantaged pupils</li> </ul>		Vice Principal			
	<ul style="list-style-type: none"> <li>Analyse data and compile target group for additional intervention</li> </ul>		Vice Principal			
<b>1.3 Improve the quality of feedback given to boys</b>	<ul style="list-style-type: none"> <li>Develop skills of teachers to give quality feedback relative to learning goals</li> </ul>	£500 Staff CPD	Vice Principal	<ul style="list-style-type: none"> <li>All staff received CPD linked to quality feedback within the Tauheedul Teaching framework</li> <li>Quality of staff feedback inconsistent. Further work to develop the skill of all the staff including newly appointed staff. A focus for next academic year</li> </ul>	<ul style="list-style-type: none"> <li>SLT routine book scrutiny</li> <li>Lesson observations</li> <li>Pupil voice</li> </ul>	
	<ul style="list-style-type: none"> <li>Develop skills of boys to peer assess and provide feedback</li> <li>Develop skills in pupils to respond and improve work based on feedback</li> </ul>		Vice Principal			
<b>1.4 Improve reading comprehension</b>	<ul style="list-style-type: none"> <li>Carry out an effective diagnosis by a specialist phonics consultant to assess potential difficulties encountered by pupils</li> <li>Specific training for TA on identified difficulties and strategies for removing barriers</li> <li>Identify cohort for small group and individual intervention</li> </ul>	£1,000 Consultant  £500 TA CPD  £750 Staff time	Assistant Principal	<ul style="list-style-type: none"> <li>Report identified decoding words, structure of language, understanding vocabulary, subject specific vocabulary, cursive writing. Consultant identified action plan</li> <li>Guidance and training provided to the TA and other staff on strategies for above</li> <li>Intervention groups established. Sessions am and afterschool</li> </ul>	<ul style="list-style-type: none"> <li>SLT lead to QA</li> <li>Consultant's report</li> <li>Intervention register</li> </ul>	
	<ul style="list-style-type: none"> <li>Provide texts which challenge but are not overwhelming</li> </ul>	£1200 Text Books	Vice Principal	<ul style="list-style-type: none"> <li>All curriculum areas have suitable texts (maybe extracts)</li> </ul>	<ul style="list-style-type: none"> <li>SLT lead to QA</li> </ul>	
	<ul style="list-style-type: none"> <li>Disseminate strategies to all staff as part of planned CPD</li> <li>Support/coach staff in the use of reading comprehension strategies</li> </ul>	£500 CPD	Vice Principal	<ul style="list-style-type: none"> <li>Staff using a range of successful strategies and reading comprehension approaches i.e. inferring meaning, summarising, identifying key points, however this is not consistent across all subject areas</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observation show evidence of good practice</li> </ul>	
<b>1.5 Improve pupil speaking and listening skills</b>	<ul style="list-style-type: none"> <li>Provide CPD to teachers and teaching assistant on strategies to improve listening skills</li> <li>Targeted reading aloud with time to talk about what they have read and practise listening</li> <li>Build opportunities into planning to develop strategies for listening</li> </ul>	£700 Staff CPD	Vice Principal	<ul style="list-style-type: none"> <li>Staff are using a range of listening skills i.e. verbal peer feedback, basketball questioning, collective memory to develop pupil listening ability</li> <li>Listening and talk on regular features of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Discussions with staff</li> <li>Learning walks</li> <li>Lesson Observations</li> </ul>	
	<ul style="list-style-type: none"> <li>Develop strategies to explicitly extend boys' spoken vocabulary including subject specific words</li> </ul>		Director of Learning English	<ul style="list-style-type: none"> <li>Use of word wall, word mats, faith subject shares key vocabulary for each topic and insist boys use the key words</li> <li>All boys issued with SPG booklet</li> </ul>	<ul style="list-style-type: none"> <li>SLT to check they are in place</li> <li>Scrutiny of pupil booklets</li> </ul>	

	<ul style="list-style-type: none"> <li>• Compile SPG booklet for commonly used vocabulary</li> <li>• Launch Seerah competition, encouraging pupils from disadvantaged backgrounds to fully engage</li> </ul>	£1,250 Printing	Vice Principal	<ul style="list-style-type: none"> <li>• Full celebratory 'Seerah final' event</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing and publicity of Seerah</li> </ul>	
	<ul style="list-style-type: none"> <li>• Develop the use of structured questioning</li> </ul>	£500 CPD	Vice Principal	<ul style="list-style-type: none"> <li>• Questions in lessons give opportunity for an extended response.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Observations</li> </ul>	
	<ul style="list-style-type: none"> <li>• Provide additional support the boys with poor vocabulary</li> </ul>	£750 TA time	Vice Principal	<ul style="list-style-type: none"> <li>• A wider use of vocabulary is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> </ul>	
<b>2.1 Improve on current high level of attendance.</b>	<ul style="list-style-type: none"> <li>• Attendance policy written following consultation with Governors, parents, boys and staff.</li> </ul>	£2,800 Consultant	Assistant Principal	<ul style="list-style-type: none"> <li>• Policy in place and agreed</li> </ul>	<ul style="list-style-type: none"> <li>• Governors approve policy</li> <li>• Policy in place</li> </ul>	
	<ul style="list-style-type: none"> <li>• Make use of data to track attendance of individuals and groups. Include first day response procedures</li> <li>• Raise profile of importance of good attendance – in school assemblies</li> </ul>		Assistant Principal	<ul style="list-style-type: none"> <li>• Staff trained in the appropriate use of tracking and first day response procedures</li> <li>• All staff and boys aware of importance of good attendance</li> <li>• Whole school attendance 97.4%. Significantly above national (94.8%)</li> <li>• PA 2.7% (NA 5.6%)</li> <li>• Attendance of PP pupils and FSM significantly above NA at 96.1% and 97.9% (NA FSM 92.5%)</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking documents</li> <li>• SIMS Lesson monitor</li> <li>• End of year analysis document</li> <li>• SEF</li> </ul>	
	<ul style="list-style-type: none"> <li>• Devise a system of rewards and incentives to encourage good attendance to be shared with school community.</li> </ul>	£2,800 Consultant	Assistant Principal	<ul style="list-style-type: none"> <li>• Termly rewards in place</li> <li>• All 100% attendee pupils receive award</li> <li>• Principals newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• SIMS attendance reports</li> </ul>	
	<ul style="list-style-type: none"> <li>• Put in place a system to positively re-integrate absentees including catch up support for work missed. Make this known to boys.</li> </ul>	£500 Staff time	Assistant Principal	<ul style="list-style-type: none"> <li>• Work for pupils on long term absence given to parents/carers and collected and marked</li> </ul>	<ul style="list-style-type: none"> <li>• SIMS attendance tracking</li> </ul>	
	<ul style="list-style-type: none"> <li>• Work with feeder primary schools to identify year 6 boys in need of support.</li> </ul>	£500 Staff time	Assistant Principal	<ul style="list-style-type: none"> <li>• Comprehensive transition information sharing for vulnerable pupils to be developed</li> </ul>	<ul style="list-style-type: none"> <li>• Primary transition visit record</li> </ul>	