

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery funding) 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 Boys' School Preston
Number of pupils in school	608
Proportion (%) of pupil premium eligible pupils	133 (22%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	November 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Nafisa Patel (Principal)
Pupil premium lead	Warren Morley (Vice Principal)
Governor / Trustee lead	Sadiq Adam

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,480
Recovery premium funding allocation this academic year	£36,156
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£168,636

# Part A: Pupil premium strategy plan

## Statement of intent

Our Pupil Premium strategy draws on research evidence (such as the Sutton Trust toolkit) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels.

We focus our strategy on three priority areas based on the latest guidance from the Education Endowment Foundation (EEF):

1. High quality teaching
2. Targeted academic support
3. Wider strategies to reduce barriers to learning

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:

- Provide individual support to Pupil Premium students which includes:
  - Free books, stationery, revision resources
  - Free or subsidised educational visits and trips
  - 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.
  - Regular performance review meetings with parents if their son 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.

## Challenges

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

Challenge number	Detail of challenge
1	Learning missed / gaps in learning due to disruption caused by Covid-19
2	Attendance and persistent absenteeism of disadvantaged students
3	Affordability of learning materials and educational experiences
4	There is evidence to suggest disadvantaged students have been disproportionately affected by the pandemic.
5	<p>Lower levels of literacy and numeracy upon entry to school for disadvantaged students compared to other in school.</p> <ul style="list-style-type: none"> <li>• 33.3% of disadvantaged Y7s have KS2 Reading scores below 100</li> <li>• 30.3% of disadvantaged Y7s have KS2 Maths scores below 100</li> <li>• 19.4% of disadvantaged Y8s have KS2 Reading scores below 100.</li> <li>• 25.8% of disadvantaged Y8s have KS2 Maths scores below 100.</li> <li>• 50% of disadvantaged Y9s have estimated KS2 Reading scores below 100.</li> <li>• 34.6% of disadvantaged Y9s have estimated KS2 Maths scores below 100.</li> <li>• 42.3% of disadvantaged Y10s have estimated KS2 Reading scores below 100.</li> <li>• 34.6% of disadvantaged Y10s have estimated KS2 Maths scores below 100.</li> <li>• 64.7% of disadvantaged Y11s have KS2 Reading scores below 100</li> <li>• 29.4% of disadvantaged Y11s have KS2 Maths scores below 100.</li> </ul>

## 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
The Progress 8 score / Attainment 8 score for disadvantaged students, matches others within the school and is above national average for 'other' students' nationally.	Progress 8 score is above national average for 'other students' and at least 1.5 with the score for disadvantaged pupils matching that
Maximise the % of students from disadvantaged backgrounds who achieve a 'strong pass' or at least a 'standard pass' in English and Maths.	77% of disadvantaged students achieve Grade 5 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	Over 95% of disadvantaged pupils complete the full suite of Ebacc subjects. Disadvantaged students achieve an average grade of 5.4 in the English Baccalaureate.
Learning time for disadvantaged students in the school is at least as much as other students	Attendance for disadvantaged students, at least matches or is improving towards 97%
Maximise the % of students from disadvantaged backgrounds moving on to apprenticeships or further education at the end of Year 11.	Over 95% of disadvantaged students go on to further study after Year 11.
Improved reading comprehension among disadvantaged students	NGRT tests indicate that disadvantaged students have a reading age in line with their chronological age or it is improving towards this.
All disadvantaged students have a board and balanced curriculum, building their cultural capital	All disadvantaged students are provided the opportunity to engage in extra-curricular activities.

## 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: £ 51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Design and implement a bespoke CPD programme underpinned by development of a practice culture	Improving the quality of teaching for all students has a particularly positive effect on Pupil Premium students (EEF Guide to Pupil Premium. Strands included within the CPD programme include feedback (+6 months) and mastery learning (+5 months) and is focussed on Direct Instruction which has been shown to be the most effect teaching approach, particularly for disadvantaged students (Project Follow Through 1997)	1, 4, 5
Mentoring and coaching programme for teaching staff	As above.	1, 4, 5
Additional staffing in English, mathematics and science	Additional teachers in English, mathematics and science provides smaller class sizes and promotes higher quality monitoring of all students (individualised instruction +4 months), not just the disadvantaged. EEF guide to the Pupil Premium states that spending on high quality teaching 'should rightly be a top priority for pupil premium spending'. (Reducing class size +2 months)	1, 4, 5
Behaviour and routines curriculum – Learning to learn	Explicit teaching and management of behaviour that supports learning incorporates self-regulation into our teaching methods and allows our disadvantage pupils to improve and is a skill setting them up for life beyond secondary education.	1, 2, 4, 5
Reading curriculum – 'World Class Book Culture' global interventions (Read Aloud, Star Readers, Subject Readers, ReadingWise vocabulary)	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a> <ul style="list-style-type: none"> <li>- From birth to 48 months, professional parents use around 30 million more words.</li> <li>- Gap forms: 'Beginner's paradox': without enough words, cannot learn related words.</li> <li>- Gap increases: fluent reader at 10 encounters 1 million words a year.</li> </ul>	5

	<ul style="list-style-type: none"> <li>- Gap compounded: breadth increases but reading &amp; vocabulary teaching drops.</li> </ul> <p>Read Aloud programme specifically: EEF Teaching and Learning Toolkit suggests that evidence of these strategies is strong - <a href="#">Reading comprehension strategies   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>For reluctant and less able learners, listening to a proficient reader helps accelerate the acquisition of vocabulary than silent reading.</p>	
Embed and respond to gaps in Curriculum Related Expectations consolidate threshold knowledge	At each point of the curriculum, specific knowledge has been identified as crucial to supporting future knowledge and understanding. This is routinely checked for and any gaps resolved swiftly closed to ensure students do not fall behind. (Mastery learning +5 months)	1, 4, 5

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

Budgeted cost: £ 73,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed academic intervention and prevention strategies for those at risk of falling behind	Intervention ensures that students at risk of underperformance, 'catch up and keep up'. Small group teaching (+2 months) allows feedback to be provided and individualised instruction to be provided based on specific areas of underperformance (+4 months)	1, 4, 5
NGRT Reading Tests and ReadingWise Interventions – ensuring all students with a Reading age below which is required to access the curriculum receive targeted support	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p> <ul style="list-style-type: none"> <li>- From birth to 48 months, professional parents use around 30 million more words.</li> <li>- Gap forms: 'Beginner's paradox': without enough words, cannot learn related words.</li> </ul>	5

	<ul style="list-style-type: none"> <li>- Gap increases: fluent reader at 10 encounters 1 million words a year.</li> <li>- Gap compounded: breadth increases but reading &amp; vocabulary teaching drops.</li> </ul> <p>ReadingWise interventions: DfE study: ReadingWise increased reading ages by 10 months in one term.</p>	
NTP funding to provide a tuition programme – small group tuition to be delivered to students identified as underperforming in English and mathematics	One-one tuition (+5 months) and small group teaching (+2 months) allows feedback to be provided and individualised instruction to be provided based on specific areas of underperformance (+4 months)	1, 4
Performance review meetings take place every half term and parents of students at risk of underperforming receive a personalised report and a face-to-face meeting or a telephone call home	Regular parental engagement (+3 months) along with feedback provided based on specific areas of underperformance (+4 months)	1, 2, 4, 5
Inclusion support manager employed to support students that require support to self-manage in order to maximise learning time in lessons	Behaviour interventions (+3 months) to ensure students are able to maximise learning time within lessons	1, 2, 4, 5

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

Budgeted cost: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategically deploy an Pastoral Manager to target key students	Ensure access to the curriculum for disadvantaged learners with special educational needs. 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.	1, 2, 4, 5
Provide a range of CEIAG activities / interventions inc. independent CEIAG for disadvantaged students	High quality careers education and guidance in school or college is critical to young people's futures – especially post covid 19. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. ( <a href="https://www.gatsby.org.uk/uploads/education/reports/pdf/secondary-school-and-college-leadership-views-on-the-impact-of-the-covid-19-pandemic-on-careers-guidance-summer-2020.pdf">https://www.gatsby.org.uk/uploads/education/reports/pdf/secondary-school-and-college-leadership-views-on-the-impact-of-the-covid-19-pandemic-on-careers-guidance-summer-2020.pdf</a> )	2, 3
Provide a range of revision resources and timetables for students to independently learn outside of the class	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 ' <i>linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy</i> '.	1, 4, 5
Provide a wide range of free extra-curricular electives to raise self-esteem and foster good relationships	Education Endowment Foundation (EEF) – Pupil Premium toolkit. Approach 2	2, 4
Offer subsidies for general subject trips	Education Endowment Foundation (EEF) – Pupil Premium toolkit. Approach 2	2, 4
Star Map Review meetings	These meetings would ensure access to the curriculum for disadvantaged learners with special educational needs. 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.	2, 4, 5



	<p>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"> <li>• Know the child—Students are listened to, heard and understood.</li> <li>• Plan creatively—Group students flexibly to teach for specific needs and knowledge gaps.</li> <li>• Clear and consistent language—Give ‘what to do’ instructions and stamp learning.</li> <li>• Scaffold—Pre-teach and overlearn knowledge and vocabulary.</li> <li>• Know more, remember more—Increase checks on knowledge.</li> </ul>	
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**Total budgeted cost: £ 172,000**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. In 2023, it was the 2<sup>nd</sup> year where exams returned to normal following the cancellation of exams in 2020 and 2021, due to the COVID-19 pandemic. In 2023, the school achieved the following outcomes with students from disadvantaged backgrounds (compared with national average results for 'other students' based on Sisra collaboration data and tables checking data):

Headline GCSE measures for disadvantaged students			
	Eden Boys' Preston disadvantaged pupils: 2023 (Tables checking)	National non-disadvantaged (other): 2019 (Sisra collaboration)	Gap between achievement of disadvantaged pupils in school and non-disadvantaged pupils nationally
Progress 8	1.28	0.18	+1.10
Attainment 8	54.3	49.8	+4.5
Eng & Maths G5+	57%	51%	+6.0%
Achieving English Baccalaureate	23.3%	18.6%	+4.7%
EBacc Average Points score	5.13	4.37	+0.76
Entered for Ebacc	100%	41.8%	+58.2%

- The Progress 8 score for disadvantaged students is +1.28. This was above other students (+0.97 for all) in the school and well above the national average of +0.01 and national average for 'other' students of +0.18 (based on Sisra collaboration data).
- The Attainment 8 score for disadvantaged students is 54.3, compared to others in the school at 51.9. This is also above the national average of 49.9 for other students.
- The English bucket Progress 8 score was +1.01 for disadvantaged students. This was above other students (+0.72) in the school and well above the national average for other at +0.16
- The mathematics bucket Progress 8 score was +1.67 for disadvantaged students. This was in line other students (+1.56) in the school and well above the national average of +0.16 for other students.
- 9-5% in English and mathematics for disadvantaged students was 57%, which is below other students (62%) in the school but above the national average for other students (51%)

- Percentage of disadvantaged students entering the English Baccalaureate is 100%, well above the national average of 41.8% for other students
- Average EBacc APS score per disadvantaged pupil is 5.13 and above other students (4.76) in the school and well above the national average of 4.37 for other students

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
ReadingWise interventions	ReadingWise
Sparx	Sparx maths
LanguageNut	All languages