

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 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 (3 year plans are recommended)	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	£0
Total budget for this academic year	£168,636

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.

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 pupils 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 pupils 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 pupils achieve a 'standard pass' and around a quarter achieve a 'strong pass' at GCSE in both English and Maths.
- Maximise the % of pupils 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 pupils achieve the English Baccalaureate.

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 disadvantaged 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.

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

- Provide individual support to Pupil Premium pupils which includes:
 - Free books, stationery, revision resources
 - Free or subsidised educational visits and trips
 - Free access to all intervention and enrichment activities
- Enable disadvantaged pupils 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 parent/carer/carer(s) if their child is underperforming.
- Raise aspirations and ambition in disadvantaged pupils through:
 - Access to careers' marketing event, guidance and mentors.
 - Mentoring and nurturing via senior leaders and peer mentors.

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

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 pupils
3	Affordability of learning materials and educational experiences
4	There is evidence to suggest disadvantaged pupils have been disproportionately affected by the pandemic.
5	<p>Lower levels of literacy and numeracy upon entry to school for disadvantaged pupils compared to other in school.</p> <ul style="list-style-type: none"> • 33.3% of disadvantaged Y7s have KS2 Reading scores below 100. • 30.3% of disadvantaged Y7s have KS2 Maths scores below 100. • 19.4% of disadvantaged Y8s have KS2 Reading scores below 100. • 25.8% of disadvantaged Y8s have KS2 Maths scores below 100. • 50% of disadvantaged Y9s have estimated KS2 Reading scores below 100. • 34.6% of disadvantaged Y9s have estimated KS2 Maths scores below 100. • 42.3% of disadvantaged Y10s have estimated KS2 Reading scores below 100. • 34.6% of disadvantaged Y10s have estimated KS2 Maths scores below 100. • 64.7% of disadvantaged Y11s have KS2 Reading scores below 100. • 29.4% of disadvantaged Y11s have KS2 Maths scores below 100.

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 pupils, matches others within the school and is above national average for 'other' pupils' nationally.	Progress 8 score is above national average for 'other pupils' and at least 1.5 with the score for disadvantaged pupils matching that.
Maximise the % of pupils from disadvantaged backgrounds who achieve a 'strong pass' or at least a 'standard pass' in English and Maths.	77% of disadvantaged pupils achieve Grade 5 in both English and Maths.
Maximise the % of pupils 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 pupils achieve an average grade of 5.4 in the English Baccalaureate.
Learning time for disadvantaged pupils in the school is at least as much as other pupils	Attendance for disadvantaged pupils, at least matches or is improving towards 97%
Maximise the % of pupils from disadvantaged backgrounds moving on to apprenticeships or further education at the end of Year 11.	Over 95% of disadvantaged pupils go on to further study after Year 11.
Improved reading comprehension among disadvantaged pupils	NGRT tests indicate that disadvantaged pupils have a reading age in line with their chronological age or it is improving towards this.
All disadvantaged pupils have a board and balanced curriculum, building their cultural capital	All disadvantaged pupils 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 pupils has a particularly positive effect on Pupil Premium pupils (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 pupils (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 pupils (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)	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: https://www.oup.com.cn/test/word-gap.pdf</p> <ul style="list-style-type: none"> • From birth to 48 months, professional parent/carers 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. 	5

	<ul style="list-style-type: none"> Gap compounded: breadth increases but reading & vocabulary teaching drops. <p>Read Aloud programme specifically: EEF Teaching and Learning Toolkit suggests that evidence of these strategies is strong - Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</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 pupils 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 pupils 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 pupils 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: https://www.oup.com.cn/test/word-gap.pdf</p> <ul style="list-style-type: none"> • From birth to 48 months, professional parent/carers 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>ReadingWise interventions: DfE study: ReadingWise increased reading ages by 10 months in one term.</p>	5
NTP funding to provide a tuition programme – small group tuition to be delivered to pupils 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 parent/carers of pupils at risk of underperforming receive a personalised report and a face-to-	Regular parent/careral engagement (+3 months) along with feedback provided based on specific areas of underperformance (+4 months)	1, 2, 4, 5

face meeting or a telephone call home		
Inclusion support manager employed to support pupils that require support to self-manage in order to maximise learning time in lessons	Behaviour interventions (+3 months) to ensure pupils can 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 a Pastoral Manager to target key pupils	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 pupils with SEND.	1, 2, 4, 5
Provide a range of CEIAG activities / interventions inc. independent CEIAG for disadvantaged pupils	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 pupils to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. (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)	2, 3
Provide a range of revision resources and timetables for pupils 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 pupils 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 pupils, including those who are disadvantaged and have SEND.</p> <ul style="list-style-type: none"> • Know the child–Pupils are listened to, heard and understood. • Plan creatively–Group pupils 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. 	
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Total budgeted cost: £ 172,000

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 pupils 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	1.28	+1.11
Attainment 8	50.2	54.3	+4.1
9-5 in English and Maths	52%	57%	+5%
Achieving English Baccalaureate	20%	23.3%	+3.3%
EBacc Average Points Score	4.4	5.13	+0.73
Entered for English Bacc	43%	100%	+57%

In 2023, the school achieved the following outcomes with pupils 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	1.28	+1.85
Attainment 8	34.9	54.3	+19.4
9-4 in English and mathematics	43%	67%	+24%
9-5 in English and Maths	25%	57%	+32%
Achieving English Baccalaureate	7%	23.3%	+16.3
EBacc Average Points Score	2.97	5.13	+2.16

Entered for English Bacc	28%	100%	+72%
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The data demonstrates that the school has made progress in:

- The Progress 8 score for disadvantaged pupils is +1.28. This was above other pupils (+0.97 for all) in the school and well above the national average of +0.01 and national average for 'other' pupils of +0.17.
- The Attainment 8 score for disadvantaged pupils is 54.3, compared to others in the school at 51.9. This is also above the national average of 50.2 for other pupils.
- The English bucket Progress 8 score was +1.01 for disadvantaged pupils. This was above other pupils (+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 pupils. This was in line other pupils (+1.56) in the school and well above the national average of +0.16 for other pupils.
- 9-5% in English and mathematics for disadvantaged pupils was 57%, which is below other pupils (62%) in the school but above the national average for other pupils (52%)
- Percentage of disadvantaged pupils entering the English Baccalaureate is 100%, well above the national average of 43% for other pupils.
- Average EBacc APS score per disadvantaged pupil is 5.13 and above other pupils (4.76) in the school and well above the national average of 4.4 for other pupils.
- Progress for disadvantaged pupils' places Eden Boys' School Preston in the top 10 schools nationally.

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

- Academic intervention and prevention strategies for those at risk of falling behind.
- A bespoke CPD programme underpinned by development of a practice culture – a determination for all staff to continuously make marginal gains and improve the quality of teaching and learning.
- Performance review meetings that take place every half term and parent/carers of pupils at risk of underperforming receive a personalised report and a face-to-face meeting or a telephone call home.
- The deployment of a Reading curriculum – 'World Class Book Culture' global interventions (Read Aloud, Star Readers, Subject Readers, ReadingWise vocabulary)

Based on all the information above, the performance of our disadvantaged pupils met 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.

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

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 parent/carers 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.