

Pupil Premium 2018/19

EGS answers to PP expenditure and expectation

1. How many pupils are eligible for the PPG?

2018/19:

Y7 (180)	Y8 (178)	Y9 (179)	Y10 (177)	Y11 (179)
61	61	67	68	50
33.8%	34.2%	37.4%	38.4%	27.9%

2. What is the amount the school receives for the PPG? How does this differ from last year?

2017/18: £265,540

2018/19: £265,373

3. How is the funding used?

An aggressive recruitment campaign to get the best leaders of learning in key roles – AHT (Learning & Teaching), Maths HoD and Science with responsibility for on improving student outcomes in Science, particularly with a view to monitor PP and other underachieving groups and intervene to address identified under performance.

MGP (PP lead) has been assigned a ring-fenced PP budget of £5,000 for 2018/19.

Departments can bid in for this money using an online bid form:

<https://goo.gl/1QRNZE>

In 2018/19 the ring fenced bids for were used in the following way:

- 'This is Language' online account for pupils to access (FMFL)
- Funding for CGP revision books for identified pupils in different departments
- Support to run 'Young Enterprise'
- Specific individual pupil bid: headphones to access school media platforms
- KS4 text books for English
- Specific individual pupil bid: financial support for school trips
- Specialist equipment for Art and Technology department

All other monies attributed to the following:

Intervention Strategies / Allocation Targeted Support:

Lexia programme (KS3 & KS4)

Targeted small teaching groups (Year 9 and Year 10)

Nurture Group Teacher for Year 7 and Year 8 pupils (not being used in 17/18)

Small Group Intervention for Maths (Yr7 underachieving students)

Increase in periods of English lessons (additional teacher)

Increased TA support in lessons

Accelerated reader programme

Learning Mentors/pastoral support

Summer School:

Year 6 FSM / CLA summer camp

School Participation:

Sport Inspiration days - guest speakers / projects
Sports Clubs - lunchtime, afterschool and weekends
School trips

Raising Achievement:

Rewards trips
GCSE workshops
Easter Revision classes for Key Stages 4
Raising Achievement / Intervention Leader KS3/4
Learning Resource Centre (KS3)
GCSE Pod
Revision resources
External seminars for pupils and parents

4. Are all staff aware of which pupils are eligible for the PPG (Pupil Premium Grant) and the strategies they should be using to support these pupils?

Staff know that via SISRA where they can find PP eligible students.
HoYs and HoDs are very aware who their PP pupils are.

A repeat of INSET to maintain profile of PP.

- a) School Culture
- b) Reorganising Strategies – QUALITY TEACHING
- c) Seating plans
- d) Breakfast Club trial
- e) PPG bid-in form for staff
- f) A Top 10 to do:
 1. 100 per cent buy-in from all staff – to establish an all-school ethos on PP
 2. Identify the main barriers to learning
 3. Frequently monitor progress
 4. When progress slows, put interventions in place rapidly
 5. Evaluate the effectiveness of interventions and make adjustments as necessary
 6. Replace some 1:1 support with small group work
 7. Use appraisal targets
 8. Train governors
 9. Ensure there is a departmental champion of PP pupils
 10. Reflect regularly on the impact of strategies

This included various documents for staff to read:

- a) 'Low income pupils' progress at secondary school' By The Social Mobility Commission
- b) 'The Pupil Premium and what Ofsted looks at'
- c) 'What makes great teaching?' by The Sutton Trust

5. What training do staff receive to support the disadvantaged children effectively?

QUALITY teaching is the accepted best way to achieve positive results, so this is the best form of training. INSETs since January 2017 have focused on Learning & Teaching. The schools 'Drive to Fly' programme has accelerated methods, technique, strategies as well methodology behind the quality teaching. 'Drive to Fly' ambassadors in every department are an important element in this initiative.

Sharing of good practice within departments.
SENCO advice and guidance.
Stretch and challenge of HAPs, MAPs and LAPs.

What defines quality of teaching for disadvantaged children:

1. Rigorous monitoring and use of data
2. Raising pupil aspirations in the classroom and using engagement/ aspiration programme (whole school)
3. Engaging parents and raising parental aspirations
4. Develop social and emotional competencies
5. Support school transitions
6. Cooperative learning with peer-assisted learning strategies
7. Frequent assessment
8. Learn to learn strategies
9. Rapid pace of instructions
10. Common language for discipline
11. Use of interactive learning tasks
12. Structured- phonics based approaches
13. A clear and strong leadership in the classroom

6. How is the school evaluating the effectiveness of its PP strategy?

Regular data analysis at SLT level. Staff can bid for financial assistance from the PPG ring fenced budget. HoDs GCSE exam review. Departmental meetings. HoYs. Line management meetings between SLT and HoDs / HoYs always has PP as a standing agenda item.

What is spent is evaluated for impact. Via internal and external data.

7. Is the school checking the impact it is making with the PP funding against impact in successful schools in the country?

Yes. Via data analysis. The need to 'diminish the difference' highlighted in GCSE review presentation on INSET day 9/2019. MGP been on INSET to learn from best practice and put in place at EGS.

8. Is the school using its best teaching and support staff with PP-eligible pupils?

Where possible and where timetabling allows, yes. Reviewed via Dep't / SLT link meetings regularly. Data drop monitoring and analysis.

9. How much progress is being made by each pupil receiving the PPG?

Pupil Premium Progress 8:

	PP	Non-PP	Gap
2017	-0.628	-0.08	0.548
2018	-0.212	-0.07	0.142
2019	-0.107	0.201	0.308
Diff	0.105	0.271	

In 2017, the 0.548 gap equated to over half a grade on average. i.e. non-PP students are progressing over half a grade better, on average, than PP students.

In 2018 there was a negligible difference between the progress of PP and non-PP AND both groups making better progress than year before.

While the gap between PP and non-PP has increased in 2019 (0.308), the overall PP P8 score has improved to just 0.107 below zero, meaning on average PP students have never been closer to non-PP (on average) making expected progress.

NOTE: 2019 data is a SISRA estimate based on their nationwide collaboration of over 1500 schools

10. What is the school's ambition for the attainment and progress of PP-eligible pupils and is that in line with the national average?

To continue to 'diminish the difference' and for P8 difference between PP and non-PP students to be statistically irrelevant, which based on 2019 data is very close to being achieved, but this needs to be sustained over a period of time and not just one set of results.

11. What specific outcomes does the school aim to achieve with PP funding in relation to raising attainment, accelerating progress, improving attendance, reducing gaps and increasing opportunities?

For PP students' outcomes to not be significantly different to non-PP students' outcomes. 2019 data is very encouraging.

12. Because high expectations of pupils are so important, what is the school doing to raise expectations for what PP-eligible pupils can achieve among the children themselves, their parents and the school staff?

Staff have the same high expectations and standards for PP as for non-PP students.
Seating plans indicating where PP students are (therefore being aware of who they are)
Regular INSET (see answers to Qs 4 & 5)

13. What evidence has the school used to learn about the most effective strategies for improving outcomes?

Regular INSET. Advice and guidance already rolled out during INSET. This to continue.

14. How is the school using the PPG to improve the engagement of parents with the educational progress of their children?

Data drop information to parents

FT and HoY calls home

Class teacher and HoD calls home

Parents evening

Letters

GCSEPod has been highlighted as a tool to help with progress / achievement (KS4)

Y10 / Y11 Parent Information Evening

RealSmart website including realhomework app.

15. Looked-after children need particular support with the PPG. What interventions are making a positive difference for them?

Individualised plans are targets are set, developed and reviewed as needed.

16. How does the school promote awareness of eligibility among the parents so that all eligible pupils claim and are supported?

Letter go out to parents

Vigilance by HoYs to highlight and action

Information also on website.

Information also on PPT at every parents evening.

17. On the school website, how good is the account of the impact of PP spending, and barriers that remain?

This is ever developing but there is now a positive culture towards bidding for the PPG.

In addition, this is evaluated for impact through internal discussion and meetings and

where available based on external data.