

Pupil Premium 2020/21

EGS ANSWERS TO PP EXPENDITURE AND EXPECTATION

1. How many pupils are eligible for the PPG?

2020/21 (data correct as of July 2021):

Y7 (165)	Y8 (181)	Y9 (176)	Y10 (179)	Y11 (176)
56	63	45	55	47
33.9%	34.8%	25.6%	30.7%	26.7%

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

2018/19: £265,373

2019/20: £256,190

2020/21: £237,795

3. How is the funding used?

TLR payments to members of staff with responsibility for improving student outcomes:

- Science TLR
- English TLR
- Maths HoD
- AHT (Learning & Teaching)
- PE TLR
- MFL Assistant

These members of staff have a responsibility 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 £6,000 for 2019/20.

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

In 2020/21 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
- Headphones to access NTP tutoring
- GCSE exam support for RE
- Revision and guide text books for Maths
- IXL School subscription
- Access to exam scripts (English)

All other monies attributed to the following:

Intervention Strategies / Allocation Targeted Support:

Targeted small teaching groups (Year 9 and Year 10)

Small Group Intervention for Maths (Yr7 underachieving students)

TA support in lessons

Learning Mentors/pastoral support

Recruitment of Safeguarding and Wellbeing Co-ordinator

School Participation:

Sports Clubs - lunchtime and afterschool

Raising Achievement:

Rewards

GCSE workshops

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.

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 prog (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 HoD, HoY and SLT level. Staff can bid for financial assistance from the PPG ring fenced budget. HoDs GCSE exam review annually. 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
2020	0.09	0.57	0.48
2021	0	0.32	0.32
Diff	-0.09	-0.25	

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.

In 2020 the gap has again increased between PP and non-PP (0.48) but actual P8 score for both groups now firmly positive. (0.09 PP and 0.57 non-PP)

In 2021 both non-PP and PP are again NOT negative and GAP has diminished.

NOTE: 2021 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 2021 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. 2021 data is very encouraging and the trend is positive.

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?

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?

The use of the PPG bidding form has become an embedded part of the PP strategy for departments. The impact has been more difficult to determine, as there were no external GCSE exams. However, the school's TAG process was rigorous and the data has shown a positive move towards diminishing the difference. In addition, this is evaluated for impact through internal discussion and meetings and where available based on internal data.