

1. Summary Information					
School	Eden Girls' School, Slough				
Academic Year	2018-19	Total PP Budget	2017-18: £124,900 2018-19: £172,975	Date of Most Recent PP Review	10/10/2017
Total number of pupils	2017-18: 387 2018-19: 504	Number of pupils eligible for PP	2017-18: 133 2018-19: 164	Date for next internal review of this strategy	01/10/2019
2. Current Attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
Progress 8 score average			NA	NA	
Attainment 8 score average			NA	NA	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic Barriers (issues to be addressed in school, such as poor literacy skills)					
A.	<p><b>Low Literacy Skills:</b> The average scaled scores and fine levels for reading of disadvantaged pupils are lower than the average for non-disadvantaged pupils in all year groups. The largest gap in reading ability on entry is in Year 8 where the average scaled score for reading of disadvantaged pupils is 102 compared to 105 for non-disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>- 17% of disadvantaged pupils in Year 7 have KS2 Reading scores below 100.</li> <li>- 26% of disadvantaged pupils in Year 7 have KS2 Reading scores above 110.</li> <li>- 37% of disadvantaged pupils in Year 8 have KS2 Reading scores below 100.</li> <li>- 15% of disadvantaged pupils in Year 8 have KS2 Reading scores above 110.</li> <li>- 39% of disadvantaged pupils in Year 9 have KS2 Reading scores below 100.</li> <li>- 11% of disadvantaged pupils in Year 9 have KS2 Reading scores above 110.</li> </ul>				
B.	<p><b>Low Numeracy Skills:</b> The average scaled scores and fine levels for mathematics of disadvantaged pupils are lower than the average for non-disadvantaged pupils in all year groups. The largest gap in mathematical ability on entry is in Year 8 where the average scaled score for reading of disadvantaged pupils is 101 compared to 105 for non-disadvantaged pupils.</p>				

	<ul style="list-style-type: none"> <li>- 11% of disadvantaged pupils in Year 7 have KS2 Maths scores below 100.</li> <li>- 5% of disadvantaged pupils in Year 7 have KS2 Maths scores above 110.</li> <li>- 26% of disadvantaged pupils in Year 8 have KS2 Maths scores below 100.</li> <li>- 11% of disadvantaged pupils in Year 8 have KS2 Maths scores above 110.</li> <li>- 34% of disadvantaged pupils in Year 9 have KS2 Maths scores below 100.</li> <li>- 8% of disadvantaged pupils in Year 9 have KS2 Maths scores above 110.</li> </ul>
<b>C.</b>	<b>Problem-Solving Skills:</b> Cognitive Ability Test Data indicates that average scores in the non-verbal and spatial elements are consistently lower for disadvantaged pupils across all year groups. Gaps between disadvantaged pupils and their peers in these elements are largest in Years 7 and 8.
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)	
<b>D.</b>	<b>English as an Additional Language:</b> 84% of students have English as an Additional Language compared to the National Average of 16%. 27 different languages are spoken by pupils in the school. This contextual factor increases the challenges of the lower literacy skills developed by disadvantaged pupils during primary school.
<b>E.</b>	<b>Aspirations:</b> 22% of our pupil population lives living within the top 30% of deprived areas (IDACI). These pupils will, in many cases, lack access to family members who have experienced higher education.
<b>4. Intended outcomes (specific outcomes and how they will be measured)</b>	
<b>Success Criteria</b>	
<b>A.</b>	<b>Outstanding teaching, learning and assessment:</b> Consistently outstanding teaching, learning and assessment benefits all pupils and ensures that disadvantaged pupils make outstanding progress.
	<ul style="list-style-type: none"> <li>- Quality Assurance Lesson Observations and Learning Walks demonstrate that teaching, learning and assessment is outstanding across the school and that, as a result of highly effective teaching, all pupils make exceptional progress.</li> <li>- Quality Assurance of pupil work and marking demonstrates that the quality of learners' outcomes and assessment are outstanding across the school. As a result of high expectations and effective teaching and assessment, all pupils make exceptional progress.</li> <li>- Disadvantaged pupils access outstanding intervention to ensure that they achieve outstanding learning outcomes.</li> </ul>
<b>B.</b>	<b>Curriculum access:</b> Disadvantaged pupils access and succeed in all curriculum areas.
	<ul style="list-style-type: none"> <li>- 90% of disadvantaged pupils participate fully in the subjects needed for the English Baccalaureate.</li> <li>- The school's Pupil Premium Guarantee budget is prioritised to support parents in ensuring access for their daughters to: free books, stationery, revision resources; free educational visits and trips; school uniform; intervention and enrichment activities.</li> <li>- There are no gaps between the proportion of disadvantaged pupils and non-disadvantaged pupils who participate regularly in the school's enrichment activities.</li> </ul>
<b>C.</b>	<b>Raising aspirations:</b> Aspirations and ambitions of disadvantaged pupils are as high as those of their peers.
	<ul style="list-style-type: none"> <li>- There are no gaps between the proportion of disadvantaged pupils and non-disadvantaged pupils who hold school student leadership positions.</li> <li>- Disadvantaged pupils access outstanding careers information, advice and guidance.</li> <li>- Disadvantaged pupils receive outstanding mentoring and nurturing via senior leaders and peer mentors.</li> </ul>

		<ul style="list-style-type: none"> <li>- The attendance of disadvantaged pupils is in line with their non-disadvantaged peers and the school's challenging 97% target.</li> </ul>
<b>D.</b>	<b>Outstanding attainment and progress:</b> Disadvantaged pupils make outstanding progress achieve their ambitious GCSE targets which will lead to a Progress 8 score in the top 5% of providers nationally.	<p>Performance in the following indicators in 2019 demonstrate that the progress and attainment of disadvantaged pupils in the school is similar or better to all pupils nationally and in line with Star Central targets:</p> <ul style="list-style-type: none"> <li>- Progress 8</li> <li>- Attainment 8</li> <li>- Grades 9-5 in English and Maths</li> <li>- Grades 9-4 in English and Maths</li> <li>- English Baccalaureate Strong Pass</li> <li>- English Baccalaureate Standard Pass</li> </ul>

## 5. Review of Expenditure

### Previous Academic Year

#### Quality of teaching for all

Action	Intended Outcome	Estimated Impact	Lessons Learned	Cost
<p><b>Ensuring outstanding teaching, learning and assessment:</b></p> <ul style="list-style-type: none"> <li>-Personalised professional development ensures outstanding teaching, learning and assessment across the school.</li> <li>-Video technology is used to share best practice and enhance the coaching of teaching.</li> <li>-Administrative support for compiling teachers' personal development plans.</li> </ul>	<p>-All pupils make outstanding progress across a range of indicators.</p>	<p>-Teaching, learning and assessment was judged as outstanding by Ofsted in May 2018</p> <p>- May 2018 End-of-year assessments and predictions for pupils in Year 10 indicate:</p> <ul style="list-style-type: none"> <li>-Att 8 (all): 61.1</li> <li>-Att 8 (PP): 60</li> <li>-P8 (all): 1.14</li> <li>-P8 (PP): 1.17</li> </ul>	<p>-Professional development approaches must become increasingly personalised as the school's teaching team grows.</p>	£3 235
<p><b>Data analysis and tracking systems:</b></p> <ul style="list-style-type: none"> <li>-Appointment and professional development of school data team to provide a highly effective data analysis and tracking function for the teaching team.</li> </ul>	<ul style="list-style-type: none"> <li>-Refinement of tracking and analysis tools to track the progress of disadvantaged pupils in all key performance indicators.</li> <li>-Enable ease of Identification; disadvantaged pupils, including those who are more able, are clearly identifiable on all SIMS, SISRA data and tracking sheets.</li> </ul>	<ul style="list-style-type: none"> <li>-Improved systems for data analysis and tracking.</li> <li>-SISRA used effectively to target timely intervention to pupils according to their particular needs.</li> </ul>	<p>-It will be important to keep a record of all professional learning and develop a succession plan to ensure the continuity of organisational learning and intelligence in relation to the school's data analysis and tracking function.</p>	£36 500

<b>Targeted support</b>				
<b>Action</b>	<b>Intended Outcome</b>	<b>Estimated Impact:</b>	<b>Lessons Learned</b>	<b>Cost</b>
<p><b>Intervention:</b></p> <ul style="list-style-type: none"> <li>-Timetabled, lunchtime and after-school teacher-led sessions to close the gaps in learning of disadvantaged and lower-attaining pupils.</li> <li>-Timetabled, lunchtime and after-school sessions led by members of the Inclusion team to close the gaps in learning of disadvantaged and lower-attaining pupils.</li> <li>-Deployment of support staff targeted at disadvantaged and lower-attaining pupils.</li> <li>-Performance review meetings with parents led by members of the senior leadership team and Heads of Year.</li> </ul>	<ul style="list-style-type: none"> <li>-Enable low-attaining and disadvantaged students to 'close the gap' in their performance in attainment.</li> </ul>	<ul style="list-style-type: none"> <li>- May 2018 End-of-year assessments and predictions for pupils in Year 10 indicate:               <ul style="list-style-type: none"> <li>-P8 (Low): 1.73</li> </ul> </li> <li>- May 2018 End-of-year assessments and predictions for pupils in Year 9 indicate:               <ul style="list-style-type: none"> <li>-P8 (all): 1.40</li> <li>-P8 (PP): 1.51</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Allocating administrative support is important in ensuring the full attendance of parents to meetings.</li> </ul>	£64 964
<p><b>Pupil Premium Guarantee:</b></p> <ul style="list-style-type: none"> <li>-Deliver a pupil premium guarantee to enable students to access the curriculum fully.</li> <li>-Communicate reminders in relation to the pupil premium guarantee to parents in advance of each school trip.</li> </ul>	<ul style="list-style-type: none"> <li>-Disadvantaged students receive: Free books, stationery, revision resources, educational visits and trips; £50 towards the cost of uniform, free access to all intervention and enrichment activities.</li> </ul>	<ul style="list-style-type: none"> <li>-There are no significant gaps between the achievement of disadvantaged pupils and their peers across all key indicators.</li> <li>-May 2018 End-of-year assessments and predictions for pupils in Year 10 indicate:               <ul style="list-style-type: none"> <li>-P8 (all): 1.14</li> <li>-P8 (PP): 1.17</li> </ul> </li> <li>Assessments and predictions for pupils in Year 9 indicate:               <ul style="list-style-type: none"> <li>-P8 (all): 1.40</li> <li>-P8 (PP): 1.51</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>General reminders of the Pupil Premium Guarantee should be made more to parents to ensure that all eligible parents take advantage of this financial support.</li> </ul>	£10 262
<p><b>Aspiration-Raising Programme:</b></p> <ul style="list-style-type: none"> <li>-Dedicated pastoral ensures that pupils from disadvantaged backgrounds develop high aspirations for academic success and further education and employment.</li> </ul>	<ul style="list-style-type: none"> <li>-There are no gaps in the participation of disadvantaged pupils and their peers in school enrichment activities.</li> <li>-There is equal representation of disadvantaged pupils and their peers in school leadership responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>-Equal representation of disadvantaged pupils and their peers in the Student Council</li> <li>-May 2018 End-of-year assessments and predictions for pupils in Year 10 indicate:</li> </ul>	<ul style="list-style-type: none"> <li>Early intervention and support needs to be targeted proactively for disadvantaged pupils with the greatest needs.</li> </ul>	£19 100

		-87% Grades 9-5 in En & Ma (all) -81% Grades 9-5 in En & Ma (all) -97% Grades 9-4 in En & Ma (all) -95% Grades 9-4 in En & Ma (all)		
--	--	--	--	--

## 6. Planned Expenditure

Academic Year

2018-19

Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p><b>Ensuring outstanding teaching, learning and assessment:</b></p> <ul style="list-style-type: none"> <li>-Personalised professional development ensures outstanding teaching, learning and assessment across the school.</li> <li>-Video technology is used to share best practice and enhance the coaching of teaching.</li> <li>-Administrative support for compiling teachers' personal development plans.</li> </ul>	<p>-All pupils make outstanding progress across a range of indicators as a result of outstanding teaching, learning and assessment.</p>	<p>John Hattie's 2003 Research found that teachers account for 30% of the variation in pupil achievement. He argues that the feedback and the instructional quality of the teacher has the greatest effect size.</p>	<ul style="list-style-type: none"> <li>-Quality Assurance Lesson Observations and Learning Walks</li> <li>-Quality Assurance of pupil work and marking</li> <li>-Analysis and tracking of pupil achievement</li> </ul>	KMU	<p>Nov 2018 Jan 2019 March 2019 Sep 2019</p>
<p><b>Data analysis and tracking systems:</b></p> <ul style="list-style-type: none"> <li>-Ongoing professional development of school data team to provide a highly effective data analysis and tracking function for the teaching team.</li> <li>-Refinement of tracking and analysis tools to track the progress of disadvantaged pupils in all key performance indicators.</li> <li>-Enable ease of Identification; disadvantaged pupils, including those who are more able, are clearly identifiable on all SIMS, SISRA data and tracking sheets.</li> </ul>	<ul style="list-style-type: none"> <li>-Effective data analysis and tracking leads to timely interventions for pupils to maximise progress.</li> <li>-All pupils make outstanding progress across a range of indicators as a result of sharply focused and targeted interventions.</li> </ul>	<p>John Hattie's 2003 Research found that direct instruction, remediation, feedback and peer tutoring are amongst the strategies with the most significant effect size. These approaches rely on the accessibility of accurate and up-to-date data analysis and tracking of pupil achievement.</p>	<p>Pupil achievement will be reported in the following regular submissions:</p> <ul style="list-style-type: none"> <li>-Monthly reporting to Trust CEO</li> <li>-Half-termly reporting to parents and Trust Data Team</li> <li>-Half-termly data dashboard providing sophisticated benchmarking</li> <li>-termly Reporting to the Local Governing Body</li> </ul>	AAS	<p>Nov 2018 Jan 2019 March 2019 July 2019</p>

<p><b>Reducing class size:</b> -Appointment of additional teachers in English, Maths and Science</p>	<p>-Group sizes in English/Maths are smaller than average for school. -Personalised teaching leads to outstanding progress for all pupils across a range of indicators.</p>	<p>Nationally, only around a third of disadvantaged students achieve a 'standard pass' and around a quarter achieve a 'strong pass' at GCSE in both English and Maths. Reducing the number of pupils in a class to 20 or below suggests the range of approaches a teacher can employ and the amount of attention each pupil's will achieve will increase.</p>	<p>-Quality Assurance Lesson Observations and Learning Walks -Quality Assurance of pupil work and marking Pupil achievement in English, Maths and Science will be reported in the following regular submissions: -Monthly reporting to Trust CEO -Half-termly reporting to parents and Trust Data Team -Half-termly data dashboard providing sophisticated benchmarking -termly Reporting to the Local Governing Body</p>	AAS	<p>Nov 2018 Jan 2019 March 2019 July 2019</p>
<p><b>Homework Support:</b> -Introduction of after school homework clubs for those who do not have access to private space, ICT or parental support at home</p>	<p>-Improved access to learning resources provided to all pupils through Homework Clubs</p>	<p>On average, the impact of home learning on learning is found to be consistently positive. Some studies have shown up to eight months of positive impact on attainment.</p>	<p>-Monitoring and evaluation of homework club provision through observation -Monitoring and analysis of homework club registers</p>	MCH	<p>Jan 2019 April 2019 Sep 2019</p>
<b>Total budgeted cost</b>					£134 562
<b>Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation ?</b>
<p><b>Parental Engagement:</b> -Engagement of parents in sessions to encourage parental help and support for homework</p>	<p>-90% parental engagement at identified sessions -97% attendance of disadvantaged pupils</p>	<p>Parent Partnership Research shows the more parents get involved with school the more likely their child will:</p>	<p>-Stakeholder surveys -Ofsted Parent View -Half-termly attendance data analysis</p>	MCH	<p>Nov 2018 Jan 2019 March 2019 Sep 2019</p>

	<ul style="list-style-type: none"> <li>-Parent voice indicates improvement in communication and partnership with parents/carers</li> <li>-90%+ homework completion</li> </ul>	<ul style="list-style-type: none"> <li>-Achieve better grades</li> <li>-Score more highly in tests</li> <li>-Higher attendance rate</li> <li>-Improved social skills</li> <li>-Have a more positive attitude to school</li> </ul>			
<p><b>Intervention:</b></p> <ul style="list-style-type: none"> <li>-Timetabled, lunchtime and after-school teacher-led sessions to close the gaps in learning of disadvantaged and lower-attaining pupils.</li> <li>-Timetabled, lunchtime and after-school sessions led by members of the Inclusion team to close the gaps in learning of disadvantaged and lower-attaining pupils.</li> <li>-Deployment of support staff targeted at disadvantaged and lower-attaining pupils.</li> <li>-Performance review meetings with parents led by members of the senior leadership team and Heads of Year.</li> </ul>	<ul style="list-style-type: none"> <li>-Enable low-attaining and disadvantaged students to 'close the gap' in their performance in attainment.</li> </ul>	<p>John Hattie's 2003 Research found that direct instruction, remediation, feedback and peer tutoring are amongst the strategies with the most significant effect size. These strategies are most effective when implemented in smaller group settings following diagnostic assessment of pupils' needs.</p>	<p>Pupil achievement will be reported in the following regular submissions:</p> <ul style="list-style-type: none"> <li>-Monthly reporting to Trust CEO</li> <li>-Half-termly reporting to parents and Trust Data Team</li> <li>-Half-termly data dashboard providing sophisticated benchmarking</li> <li>-termly Reporting to the Local Governing Body</li> </ul>	AAS	<p>Nov 2018 Jan 2019 March 2019 July 2019</p>
<p><b>Curriculum Pupil Premium Guarantee:</b></p> <ul style="list-style-type: none"> <li>-Deliver a pupil premium guarantee to enable students to access the curriculum fully.</li> <li>-Communicate reminders in relation to the pupil premium guarantee to parents in advance of each school trip.</li> </ul>	<ul style="list-style-type: none"> <li>-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 5% of such students</li> <li>-There are no significant gaps between the achievement of disadvantaged pupils and</li> </ul>	<p>Nationally, only around 5% of disadvantaged pupils achieve a strong pass in the English Baccalaureate.</p>	<ul style="list-style-type: none"> <li>-Disadvantaged students receive: Free books, stationery, revision resources, educational visits and trips; £50 towards the cost of uniform, free access to all intervention and enrichment activities.</li> </ul>	AAS	Sep 2019

	their peers across all key indicators.				
<p><b>Literacy:</b> Develop a focussed literacy strategy for Y7-10 across the curriculum for those who are disadvantaged -Improve reading comprehension to enable pupil access to the curriculum in all areas, including those pupils who are more able. -Develop one to one reading programmes for pupils with weak literacy skills using trained staff including teaching assistants.</p>	Disadvantaged pupils demonstrate outstanding increases in their reading ages and progress in English when compared to their peers.	The average scaled scores and fine levels for reading of disadvantaged pupils are lower than the average for non-disadvantaged pupils in all year groups. The largest gap in reading ability on entry is in Year 8 where the average scaled score for reading of disadvantaged pupils is 102 compared to 105 for non-disadvantaged pupils.	-Accelerated STAR Reading assessments. Pupil achievement in English will be reported in the following regular submissions: -Monthly reporting to Trust CEO -Half-termly reporting to parents and Trust Data Team -Half-termly data dashboard providing sophisticated benchmarking	AAS	Nov 2018 Jan 2019 March 2019 July 2019
<p><b>Nurture and Aspiration-Raising Programme:</b> -Dedicated pastoral ensures that pupils from disadvantaged backgrounds develop high aspirations for academic success and further education and employment. - Provide a nurture resource for key stage 3 pupils whose transition from primary phase has not been as successful due to unidentified and previously unmet need. Provision will include: -Assess all pupils' needs and comprehensive Individual Education Plans compiled to ensure appropriate ongoing provision mapping</p>	-There are no gaps in the participation of disadvantaged pupils and their peers in school enrichment activities. -There is equal representation of disadvantaged pupils and their peers in school leadership responsibilities. -Pupils in nurture group on track to secure progress in top 5% of schools nationally and 'catch up' with their peers from KS2 in reading, writing, communication and mathematics	On average, the prior attainment of disadvantaged pupils is lower than that of their peers. In addition, 22% of our pupil population lives living within the top 30% of deprived areas (IDACI). These pupils will, in many cases, lack access to family members who have experienced higher education. It is therefore essential that programmes are put in place to nurture and raise the aspiration of pupils who are most in need.	-Stakeholder surveys (pupils) -Student Focus Group Feedback -Every Child Matters Strategy Group minutes -Attendance Data Analysis -Pastoral Review Meeting Minutes -Attainment Risk Register	MCH	Jan 2019 April 2019 Sep 2019



	- Attendance, rewards and disruption data for disadvantaged pupils in the group in line with or below peers				
<b>Total budgeted cost</b>					£48 520