

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 Girls' School, Slough
Number of pupils in school	620
Proportion (%) of pupil premium eligible pupils	27%
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	19 February 2024
Date on which it will be reviewed	2 September 2024
Statement authorised by	Sajid Khaliq (Principal)
Pupil premium lead	Lisa Kiely (Deputy Principal)
Governor / Trustee lead	Javed Ali

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,724 (including LAC funding)
Recovery premium funding allocation this academic year	£44,726
Pupil premium funding carried forward from previous years.	£0
Total budget for this academic year	£309,450

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.

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 disadvantage 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

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.

Maximise the % of students from disadvantaged backgrounds participating in enrichment and trip opportunities

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

Enable parents to have a Pupil Premium Guarantee which allows all disadvantaged students to receive:

- Free books, stationery, revision resources.
- Free educational visits and trips.
- £100 towards the cost of uniform.
- 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.
- Support in lessons, through the deployment of support staff in English and Maths.
- Regular performance review meetings with parents if their daughter 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.
- In class career guidance related to specific subjects

Challenges

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

Challenge number	Detail of challenge
1	Learning missed due to disruption caused by COVID-19.
2	Affordability of learning materials, resources, and access to activities. 12% of students come from areas which are within the bottom 30% nationally for deprivation based on the IDACI ranking system.
3	<p>Lower levels of literacy and numeracy upon entry to the school At EGS we believe that numeracy and literacy skills are the keys to wider curriculum. Our Pupil Premium strategy looks to focus resource on improving these skills to facilitate curriculum wide improvements. The following benchmarks are used when considering the impact of our Pupil Premium Strategy.</p> <p>Low Level Reading skills on entry A KS2 Scaled Reading score below 100 indicates literacy skills below that expected for children of that age. At EGSC, when considering disadvantaged students, the following students fall into this category.</p> <ul style="list-style-type: none"> • 17% of disadvantaged pupils in Y7 • 20% of disadvantaged pupils in Y8 • 13% of disadvantaged pupils in Y9 • 20% of disadvantaged pupils in Y10 • 19% of disadvantaged pupils in Y11 <p>Low level Mathematics skills on entry A KS2 Scaled Maths Score below 100 indicates numeracy skills below that expected for children of that age. At Eden Girls School, when considering disadvantaged students, the following students fall into this category.</p> <ul style="list-style-type: none"> • 17% of disadvantaged pupils in Y7 • 23% of disadvantaged pupils in Y8 • 29% of disadvantaged pupils in Y9 • 20% of disadvantaged pupils in Y10 • 6% of disadvantaged pupils in Y11
4	Lower levels of aspirations in determining future plans for learning and career. This is evident from our conversations and surveys of pupil and families.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils.

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
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.	70% 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. Nationally, fewer than 10% of such students achieve the English Baccalaureate.	Disadvantaged students achieve an average grade of 5.8 in the English Baccalaureate.
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.

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: £195,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra English teacher	<p>Additional English teacher provides smaller class sizes and promotes higher quality monitoring of all learners, not just the disadvantaged.</p> <p>EEF guide to the Pupil Premium states that spending on high quality teaching 'should rightly be a top priority for pupil premium spending'.</p>	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra Maths teacher	<p>Additional Maths teacher provides smaller class sizes and promotes higher quality monitoring of all learners, not just the disadvantaged.</p> <p>EEF guide to the Pupil Premium states that spending on high quality teaching 'should rightly be a top priority for pupil premium spending'.</p>	3
Teaching and Learning Assistants – English & Maths	<p>Additional teaching and learning assistants provide disadvantaged students with learning difficulties targeted support in accessing and adapting the curriculum. They also enhance one-to-one and small group targeted tuition for learners to close well defined curriculum gaps.</p> <p>This is supported by the EEF Pupil Premium Guide because 'linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy'.</p> <p>Evidence is good for TAs providing targeted intervention: Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	3
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>As part of this, the school will enhance reading (reading tests, bedrock, star readers). EEF Teaching and Learning Toolkit suggests that evidence of these strategies is strong: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	3

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

Budgeted cost: £65,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention resources	<p>High quality resources and materials, linked to specific curriculum areas, are crucial to securing effective intervention provision.</p> <p>This is supported by the EEF Pupil Premium Guide because 'linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy'.</p>	2
Saturday, After School Tuition and Holiday intervention	<p>Saturday and after school provide small group and one-to-one tuition – delivered by curriculum specialists who know the subject and the students being targeted.</p> <p>This is also supported by use of school holiday time to host intervention.</p> <p>This is supported by the EEF Pupil Premium Guide because 'linking structured small group interventions to classroom teaching</p>	1 & 3

	<p>and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy’.</p> <p>In particular, reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activity 1: Pupil Premium Guarantee – payment of £100 to Pupil Premium families to reduce barriers to learning, providing free access to enrichment activities (such as trips) as well as resources relating to the curriculum.	EEF guide to Pupil Premium relates ‘non-academic challenges’ to success in school – including attendance, behaviour, and social and emotional support. With the impact of COVID-19, it is vital that the school removes any financial, social, and emotional barriers to learning. Regular mentoring of key students will have an impact on improving attitudes towards learning and achievement, particularly with disadvantaged students.	2
Activity 2: Performance Review Meetings	Research by Newcastle University on poverty proofing the school day will also support our strategy: Poverty Proofing the School Day: Evaluation and development report. (ncl.ac.uk)	4
Activity 3: ELSA & Nurture Group Meetings for under achieving students	It confirms that there is evidence of increased attendance and attainment of disadvantaged pupils as a result of removing barriers to learning and poverty proofing the school day.	
Activity 4: Access to a counsellor	Whilst there is insufficient evidence relating to activities that raise ambition, there is some evidence of impact of mentoring: Mentoring EEF (educationendowmentfoundation.org.uk)	5
Activity 5: Staff trained as Mental Health First Aiders	Creating a climate where CPD enhances understanding of the mental health issues pupils face and the strategies needed to support pupils ensures staff engagement factors in wellbeing concerns: MindEd Hub	

Star Map Review Meetings	<p>These meetings would ensure access to the curriculum for disadvantaged learners with special educational needs.</p> <p>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. 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"> • Know the child – Students are listened to, heard, and understood. • Plan creatively – Group students 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: £310,500

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 students 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	1.04	+0.87
Attainment 8	50.2	57.93	+7.73
9-4 in English and mathematics	73%	78.4%	+5.4%
9-5 in English and Maths	52%	73%	+21%
Achieving English Baccalaureate	20%	94.6%	+74.6%
EBacc Average Points Score	4.4	6.30	+1.9
Entered for English Bacc	43%	100%	+57%

In 2023, the school achieved the following outcomes with students 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	1.04	+1.61
Attainment 8	34.9	57.93	+23.03
9-4 in English and mathematics	43%	78.4%	+35.4%
9-5 in English and Maths	25%	73%	+48%

Achieving English Baccalaureate	7%	94.6%	+87.6%
EBacc Average Points Score	2.97	6.30	+3.33
Entered for English Bacc	28%	100%	+72%

The data demonstrates that the school has made progress and is effective at improving outcomes for disadvantaged pupils as;

- Eden Girls', Slough is one of the best schools in the country for results by students from disadvantaged backgrounds and with low prior achievement from primary school.
- All key indicators above for 2023 exam results indicate significant progress and achievement above national expectations.
- P8 shows a +1.61
- A8 shows +23.03
- 9-5 E&M shows +48%
- EBAC shows +87.6% increases above national expectations.
- In 2019 the progress of disadvantaged pupils sitting external exams was +1.08, again above the national average by +0.95. Disadvantaged pupils had an Attainment 8 school of 60.62.
- The cancellation of external exams in 2020 led to an internal vigorous Centre Assessed Grade procedure for allocation of results. The Attainment 8 score for disadvantaged pupils for 2019-2020 was 62.93 [+12.83 above the national score]
- The school tracks the academic progress of disadvantage pupils across all year groups closely to ensure as many as possible achieve a strong pass in English and Mathematics.
- In 2020 71.4% of Disadvantaged pupils left with a strong Grade 9-5 in English and Mathematics and 100% achieved a standard pass of Grade 9-4 in English and Mathematics.
- Our destination tracking shows that over 98% of disadvantaged pupils in 2019 - 2023 continued academic progression into sixth form or local colleges.

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

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

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
Accelerated Reader	Renaissance
Hegarty Maths	Hegarty Maths
Tassomai [science]	Tassomai
Active Learn	Pearsons
Learning by Questions	LBQ
Kerboodle	Oxford University Press
Languagenut	Languagenut Ltd

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Recovery 'catch-up' curriculum plan providing pupils with information about the support they will receive.
- Targeted after school intervention classes in English, Maths, Science, and other subjects.
- Pastoral support program through dedicated wellbeing workshops with Learning Coordinators: Aimed to address the increase in levels of pupil anxiety exhibited because of the previous academic year's disruptions.
- Regular curriculum guidance evenings and events for parents and pupils.
- A bespoke KS4 revision plan and booklet for pupils.
- The use of our Virtual Learning Platforms to continue dialogue with learners outside of the school day.
- An increase in enrichment opportunities promoting physical and mental wellbeing through activity.
- Aspirational in school projects and competitions, such as Young Enterprise, Youth Parliament, Mock Trial, Poetry Competitions and First Give.
- Including recognitions through our Star Diploma Award.
- Access to counselling and trained ELSA leads [Emotional Literacy Support Assistants]
- Access to trained Wellbeing Mindfulness Sessions through the 'B' programme.
- Encourage participation in a range of national aspiration activities such as 'The Duke of Edinburgh's Award', and 'NCS - National Citizens Service'.
- Pastoral focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.