

# Etone College Pupil Premium Report 2018-19

## Background

Pupil premium funding is a government initiative that provides schools with extra funding to support children to achieve their potential if they are in receipt of free school meals, have been in receipt of free school meals over the last 6 years (Ever6), are looked after, adopted and/or those whose parents are serving in the armed forces (Ever5). The government does not dictate how schools spend this money, but schools need to have strategies in place that will support their pupils to increase progress and ultimately their attainment as well as 'closing the gap' between pupil premium pupils and those who are not in receipt of pupil premium funding.

## Context

At Etone College, 32.4% of pupils attracted funding from pupil premium. Etone College staff are committed to ensuring pupils academic, pastoral and social needs are met within a caring environment. We are also committed to ensure that there is good communication between the college and the parents/carers of our most vulnerable children.

Our aims are to:

- Raise the achievement and progress of the most vulnerable pupils
- Diminishing the distance to non-pupil premium pupils in school and nationally
- Raise the attendance of our pupil premium pupils
- Raise the self-confidence and self-esteem of our most vulnerable pupils
- Reduce the fixed term exclusions of our most vulnerable pupils

A breakdown of Pupil Premium pupils in the academic year 2018-19 at Etone College is given below:

Year group	Number of pupils	Percentage of cohort
7	53	33
8	49	35
9	41	32
10	39	36
11	30	27
<b>TOTAL</b>	<b>212</b>	<b>32.4</b>

55% of pupils receive free school meals (FSM) of the pupil premium cohort

39% of pupils have received free school meals within the last 6 years (Ever6) of the pupil premium cohort

2% of pupils are children who are looked after or who have been adopted of the pupil premium cohort

4% of pupils are from service families (Ever5) of the pupil premium cohort

## Our perceived barriers for these pupils are:

- Attendance and punctuality
- Poor behaviour resulting in isolation / fixed term exclusions / permanent exclusion
- Poor literacy and numeracy skills
- Low self-esteem resulting in minimal preparation for examinations
- Low aspirations

## Pupil Premium funding and spending

Pupil Premium grant received 2018-19	<b>£241,500 (£185,130 - MAT Finance Report)</b>
Total expenditure 2018-19	£159,179.68

## Strategies for closing the gap

Strategies for closing the gap at Etone College are informed by academic research. The College assesses the individual needs of our eligible pupils and personalises the support they receive:

Strategy	Targeted Outcomes	Impact
Increased curriculum capacity – extra classes (sets) in English and Mathematics.	Reduction in class sizes to ensure all pupils have increased ‘teacher time’ to enable improvement and progress in attainment to be achieved.	2019 results show that Pupil Premium pupils gained: <ul style="list-style-type: none"> <li>English 70% 4-9</li> <li>English 50% 5-9</li> <li>Mathematics 57% 4-9</li> <li>Mathematics 40% 5-9</li> </ul>
Provide additional English and Mathematics support through additional classes, small group teaching or one-to-one support with Sixth Form Ambassadors.	Improvement in the number of pupils reaching their baseline in English and Mathematics across all year groups.	Although a small dip from the 2018 results, the gap between the PP and non-PP in the Year 11 cohort was significantly above the progress made in 2018.
Identification of Pupil Premium pupils to raise awareness. Monitoring of groups data by all Middle Leaders (Subject & Pastoral) and Leadership following calendared assessment to allow direct intervention to take place.	All subject areas to recognise PP pupils (on tracking systems and seating plans) and to monitor their performance ensuring interventions are out in place to raise the PP attainment and close the gap to non-PP pupils.	<p>In KS3, pupil’s skill acquisition in English and Mathematics has improved.</p> <p>In English:</p> <p>Y7 – PR1 = 36% on or above baseline  Y7 – PR5 = 47% on or above baseline  Y8 – PR1 = 49% on or above baseline  Y8 – PR5 = 57% on or above baseline  Y9 – PR1 = 29% on or above baseline  Y9 – PR5 = 53% on or above baseline</p> <p>In Mathematics:</p> <p>Y7 – PR1 = 55% on or above baseline  Y7 – PR5 = 85% on or above baseline  Y8 – PR1 = 37% on or above baseline  Y8 – PR5 = 55% on or above baseline  Y9 – PR1 = 27% on or above baseline  Y9 – PR5 = 51% on or above baseline</p>
Attendance monitored (by Deputy Headteacher, Assistant Headteacher, Attendance Officers and Warwickshire Attendance Service Officer) and intervention deployed with those who fall below 92%, and who are persistently late.	Reduction in the number of pupils who are persistently absent or late.	Attendance data shows continuing improvement over a 3-year trend. PP data shows a significant drop from the previous year. The number of persistently absent pupils, although high continues to fall rapidly.

<p>Attendance challenge weeks, awards and rewards for 100% attendance and those who have improved their attendance. Breakfast club provided for pupils who are persistently late.</p>		
<p>Performance Management target issued to every classroom teacher.</p>	<p>Specific PP performance management target to measure and monitor the gap in each classroom and enable personalised intervention to meet specific needs.</p>	<p>Progress of Y11 pupils across their subject areas was +0.23.</p>
<p>Each faculty to have a designated lead on Pupil Premium pupil performance.</p>	<p>PP Leads to analyse progress data following each report cycle and subject based assessments to create bespoke intervention for PP pupils.</p>	<p>All pupils in Y10 and Y11 are supplied with 'resources to be successful' in Mathematics, including calculators, electronic platform 'MyMaths' and revision guides.</p>
<p>Additional support materials to be made available to support pupils in accessing subjects and maximise potential. Educational trips, visits to support learning and the opportunity to increase world experiences and social skills also available.</p>	<p>To increase the number of pupils making expected progress in subject areas.</p>	<p>Revision guides have also been provided in each of the other subject areas.  Science and Geography have also made effective use of the platform 'Educake', whilst MFL use 'SAM learning'.</p>
<p>Access to the Success Centre for social, emotional and mental health and well-being. Pastoral team support with improving behaviour for learning and initiating mentor support for academic and social progress. To reduce the amount of fixed term and permanent exclusions.</p>	<p>Ensure PP pupils social and emotional well-being does not impact on their achievements by providing additional pastoral support to help identify and overcome any barriers to learning.</p>	<p>There is a continued decrease in the number of pupils excluded who re-offend following programmes of support and opportunities to reflect in the success centre. The number of supportive packages delivered also rose to 186 from 145 in the previous year. This support would not only have aided attendance to school for our vulnerable pupils, but also aided progress and attainment.</p>
<p>CEIAG guidance for pupils in line with Gadsby benchmarks. PSHE programme that includes aspirational trips, talks and careers advice.</p>	<p>Raise awareness of Careers in modern Britain by linking information to the Labour Market Index (LMI). To ensure increase of aspirations across PP pupils and reduce the number of NEET (<b>N</b>ot in <b>E</b>ducation,</p>	<p>Careers interviews / experiences:</p> <ul style="list-style-type: none"> <li>• Y11 – 820 (30PP)</li> <li>• Y10 – 502 (38PP)</li> <li>• Y9 – 532 (42PP)</li> </ul> <p>Year 11 destinations:</p> <ul style="list-style-type: none"> <li>• 113 pupils</li> </ul>

	Employment or Training) pupils recorded.	<ul style="list-style-type: none"> <li>• 109 – Education</li> <li>• 2 – Employment</li> <li>• 2 – Training</li> <li>• 0 - NEET</li> </ul>
Curriculum development and enrichment days	Specific projects and learning opportunities within subject areas to support, enhance and enrich the curriculum across the school.	In KS3, pupil's skill acquisition in English and Mathematics has improved. In English: Y7 – PR1 = 36% on or above baseline Y7 – PR5 = 47% on or above baseline Y8 – PR1 = 49% on or above baseline Y8 – PR5 = 57% on or above baseline Y9 – PR1 = 29% on or above baseline Y9 – PR5 = 53% on or above baseline
After-school revision sessions for pupils to 'kick-start' revision and monitoring through Y11 reward cards and reward menu.	To improve attendance at after-school revision and to ensure pupils make expected progress in all subject areas.	
Literacy and Numeracy leads to help embed core values across all subject areas and national initiatives (for example, World Book Day, Pi Day, etc...)	Improved literacy and numeracy skills across the curriculum (reading, writing, oracy and mathematics).	In Mathematics: Y7 – PR1 = 55% on or above baseline Y7 – PR5 = 85% on or above baseline Y8 – PR1 = 37% on or above baseline Y8 – PR5 = 55% on or above baseline Y9 – PR1 = 27% on or above baseline Y9 – PR5 = 51% on or above baseline
Evaluation and improvement to pupil resources in the classroom to support improvement in attainment.	Improve PP attainment and expected levels of progress.	Funding allocated to subject areas to ensure all pupils have the correct equipment, resources for the subject and increase the use of wider reading and online platforms to support learning.
Improve literacy skills by encouraging wider reading. Resources to include sources that will encourage an increase in male pupil participation with lead learners being used to facilitate peer reading. Trips and literacy events to be arranged to provide experiences of literacy outside the classroom.	Improve English grades across the school to close the attainment gap between PP pupils and non-PP pupils.	Lead learner paired reading has had a high impact with all 49 pupils improving their reading ages across the year. Testing which took place in September was repeated in the summer term, with the average increase in reading age being 11 months, with some pupils improving by as much as 37 months.

## Outcomes

### Academic Results

	3-year trend			National Average
	2017	2018	2019	
Pupil Premium grades 4-9 including English and Mathematics	54%	39%	50%	44.5%
Pupil Premium grades 5-9 including English and Mathematics	37%	21%	30%	24.9%
All Pupils Attainment 8 score	5.0	4.9	4.8	4.8
Pupil Premium Attainment 8 score	4.5	4.0	4.1	3.6
Gap in Attainment 8 score	-0.5	-0.9	-0.7	-1.2
All Pupils Progress 8 score	+0.29	+0.04	+0.23	-0.02
Pupil Premium Progress 8 score	+0.14	+0.11	-0.05	-0.44
Gap in Progress 8 score	-0.15	+0.07	-0.18	-0.42

\*A8 and P8 data for 2019 remains unvalidated at the time of writing

### Attendance

Percentage of sessions missed due to overall absence	3-year trend			National Average
	2017	2018	2019	
Pupil Premium pupils	8.4	7.8	4.9	8.9
All pupils	4.0	3.9	3.5	4.8
Gap	-4.4	-3.9	-1.4	-4.1

Percentage of persistent absentees (absent for 10% or more sessions)	3-year trend			National Average
	2017	2018	2019	
Pupil Premium pupils	20.3	16.8	15.7	27.7
All pupils	4.8	6.1	5	11.1
Gap	-15.5	-10.7	-10.7	-16.6

\*Data collected in first 5 half terms – Autumn 1 to Summer 1

### Exclusions

Fixed Term Exclusions as a percentage of the pupil group	3-year trend			National Average
	2017	2018	2019	
Pupil Premium pupils	19.46	15	14.15	28.12
All pupils	8.98	6.74	7.46	10.13
Gap	-10.48	-8.26	-6.69	-17.99

Percentage of pupils with more than 1 Fixed Term Exclusion	3-year trend			National Average
	2017	2018	2019	
Pupil Premium pupils	7.07	7.44	2.83	11.07
All pupils	5.01	0.48	1.21	4.71
Gap	-2.06	-6.96	-1.62	-6.36

Permanent Exclusions as a percentage of the pupil group	3-year trend			National Average
	2017	2018	2019	
Pupil Premium pupils	0.69	0.93	0.93	0.60
All pupils	0	0	0	0.20
Gap	-0.69	-0.93	-0.93	-0.40

## Additional strategies for 2019-20

Suggested Strategy	Targeted Outcomes	Monitoring for Impact	Success criteria	Review date	Completion date	Estimated total cost
Employment of additional Teaching Assistant's to support in lessons	Improve progress and achievement for pupils in years 7, 8 and 9.	K Smith	Improved attainment and progress scores across all subjects	3 times per year in line with report cycles	July 2020	£15,698.80
Resilience programme to be written and delivered from Success Centre and K Fairhurst	Improve progress and achievement of employability skills by pupils in years 7, 8 and 9.	A Heilbronn P Spencer K Fairhurst	Improved attainment and progress scores across all subjects	3 times per year in line with report cycles	July 2020	£126.67
Equipment boxes to be provided for CLA pupils and those who have left the care system	Ensure pupils are correctly equipped for learning and improve progress and achievement.	A Heilbronn P Bowen	Improved attainment and progress scores across all subjects	3 times per year at termly intervals	July 2020	£385
Continue to increase the provision of careers experiences for pupils and organise off-timetable events to support 'next steps'	Maintain number of NEET's at 0% by raising pupil awareness and confidence with regards to interview techniques and independently preparing for education, employment or training.	L Barlow N Waite	NEET's to remain at 0% and an increased number in pupils attending Russell Group universities when leaving in Year 13	3 times per year at termly intervals	July 2020	£11,091.04
Intervention by Assistant Heads of House to take place if pupils drop below 97%	Improved attendance and a reduction in persistent absenteeism.	A Heilbronn I Khan L Phillips	Improved attendance and reduced rate of persistent absenteeism	6 times per year at half-termly intervals	July 2020	£5,592