

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Eden Girls' Leadership Academy
Number of pupils in school	640
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	31 st October 2023
Date on which it will be reviewed	31 st August 2024
Statement authorised by	Kulsum Vali (Associate Principal)
Pupil premium lead	Kulsum Vali
Governor / Trustee lead	Jawad Amin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,201
Recovery premium funding allocation this academic year	£74,987
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£356,188

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

Using the Pupil Premium funds, the school aims to:

- Maximise the percentage of pupils 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 percentage of pupils from disadvantaged backgrounds who participate fully in the subjects required for the EBacc and go on to achieve the EBacc. Nationally, only around 10% of such students achieve the English Baccalaureate.
- Raise aspirations and ambition in disadvantaged pupils. (2021 data indicates that only 91.3% of pupils leaving education in Manchester go on to education or training.)

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

- Enable disadvantaged pupils to close the gap in their performance, particularly in English and maths through:

- Specialist teaching and learning support assistants in English, maths, science, languages and humanities subjects
- Academic Performance Reviews with parents for those girls who are underperforming
- Small group intervention delivered by teachers
- Small group tuition delivered by teachers on weekends
- Smaller class sizes through additional teachers in English & Maths
- Enable disadvantaged pupils to:
 - Receive free and/or heavily subsidised resources: books, stationery, revision resources etc.
 - Receive free or subsidised access to educational trips or visits
 - Receive free access to enrichment or intervention activities
 - Access a range of library books and support for reading
 - Have a free breakfast
 - Access homework club where there will be computers available
 - £50 towards the cost of uniform
- Improve engagement with learning through enhancing pastoral support and developing pastoral support packages for the most vulnerable students
- Develop and deliver programmes to enhance the girls' physical and mental health and well-being
- Raise aspirations and ambition in disadvantaged pupils through:
 - Access to careers information, advice and guidance
 - Developing cultural capital
 - Mentoring and nurturing via senior leader links

Challenges

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

Challenge number	Detail of challenge
1	<p>A large proportion of our pupils and their families struggle to afford learning materials and resources that many other families take for granted at home. Pupil premium students also have much more limited access to out-of-school learning, sporting and cultural activities.</p> <p>(The Index of Multiple Deprivation shows that 94% of our girls live in the top 30% of the most deprived areas; 54% live in the most deprived band - top 10%. Manchester local authority has one of the highest proportions of neighbourhoods among the most deprived in England, IoMD 2019.)</p>
2	<p>Lower levels of literacy and numeracy upon entry to school (further impacted by loss of learning due to Covid lockdown and absences)</p> <p><u>In Year 7:</u></p>

	<p>24% of pupils have a KS2 Reading score of below 100. 33% of pupils have an NGRT score of below 100 25% of pupils have a KS2 Maths score of below 100 13% of pupils have a reading age significantly below their chronological reading age <u>In year 8:</u> 14% of pupils have a verbal CAT score below 100. 16% of pupils have a quantitative (maths) score below 100. 34% of pupils have an NGRT score of below 100. 13% of pupils have a reading age significantly below their chronological reading age <u>In Year 9:</u> 47% of pupils have a verbal CAT score below 100. 44% of pupils have a quantitative (maths) score below 100. 29% of Y9 have a NGRT score below 100 12% of pupils have a reading age significantly below their chronological reading age</p>
3	Disruption to learning across the curriculum caused by Covid 19.
4	Low aspirations in determining future plans for learning and careers.
5	Significant numbers of pupils who have challenging home backgrounds including financial poverty, family breakdown, limited numbers of positive educational role models and experience increased levels of physical and mental health issues. In addition, the vast majority of the pupil premium children live in communities with social issues including but not exclusive to knife crime, drugs, domestic violence, housing, physical and mental health issues.
6	<p>32% of disadvantaged Y7s have KS2 Reading scores below 100. 19% of disadvantaged Y7s have KS2 Reading scores above 110. 36% of disadvantaged Y7s have KS2 Maths scores below 100. 13% of disadvantaged Y7s have KS2 Maths scores above 110.</p> <p>8% of disadvantaged Y8s have KS2 Reading scores below 100. 26% of disadvantaged Y8s have KS2 Reading scores above 110. 23% of disadvantaged Y8s have KS2 Maths scores below 100. 14% of disadvantaged Y8s have KS2 Maths scores above 110.</p> <p>39% of disadvantaged Y11s have estimated KS2 Reading scores below 100. 13% of disadvantaged Y11s have predicted KS2 Reading scores above 110. 21% of disadvantaged Y11s have predicted KS2 Maths scores below 100. 13% of disadvantaged Y11s have predicted KS2 Maths scores above 110.</p>

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.	65% of disadvantaged pupils achieve grade 5 or above in both En+Ma.
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.	At least 90% of all disadvantaged pupils entered for EBacc Disadvantaged students achieve an average grade of 5.6 in the English Baccalaureate.
Raise aspirations and ambition in disadvantaged pupils. (2021 data indicates that only 91.3% of pupils leaving education in Manchester go on to education or training.)	Over 95% of disadvantaged pupils go on to apprenticeships or further education at the end of 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.

Our strategy is based on evidence from research by organisations such as the Education Endowment Foundation (EEF). This includes key principles such as:

- Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies.
- Focusing on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.
- Selecting approaches on the basis of strong external evidence.

The school adopted the four steps to an effective Pupil Premium Strategy, recommended by the EEF.

1. Diagnosing Pupils' Needs.
2. Using strong evidence to support the strategy.
3. Implementing the strategy – focusing considerably on execution
4. Monitoring and evaluating the strategy

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £172 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional English teacher	An additional English teacher provides smaller class sizes and promotes higher quality monitoring of all learners, not just the disadvantaged. The EEF guide to Pupil Premium states that spending on high quality teaching 'should rightly be a top priority for pupil premium spending'.	1, 2, 3
Additional maths teacher	An additional maths teacher provides smaller class sizes and promotes higher quality monitoring of all learners, not just the disadvantaged. The EEF guide to Pupil Premium states that spending on high quality teaching 'should rightly be a top priority for pupil premium spending'.	1, 2, 3
Additional science teacher	An additional Science teacher provides smaller class sizes and promotes higher quality monitoring of all learners, not just the disadvantaged. The EEF guide to Pupil Premium states that spending on high quality teaching 'should rightly be a top priority for pupil premium spending'.	1, 2, 3, 4
Additional Teaching and Learning Assistants	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. 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'. Evidence is good for TAs providing targeted intervention Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2, 3
Enhancement of our English teaching and curriculum planning in line with DfE KS3 and	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Curriculum and the Ofsted subject review for English, published in	2,3

EEF guidance. Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area.	June 2022. Research review series: Research review series: English - GOV.UK (www.gov.uk) In addition, acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject (something attested to by the EEF): Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance	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 and the recent Ofsted subject review in Maths: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) - GOV.UK Research review series: mathematics - GOV.UK (www.gov.uk) 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: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	2,3

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

Budgeted cost: £ 92308

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Performance Reviews (PRMs)	Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Individual instruction Additional IT facilities to ensure access to learning during personalised learning sessions / further	Individualised instruction may be better used as a supplement to usual class teaching, rather than a replacement. Some recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction, and positive impacts on	1, 2, 3

lockdown / bubbles / restricted access	<p>average. For example, technology may enable more immediate feedback on the individualised tasks</p> <p>On average, individualised instruction approaches have an impact of 4 months' additional progress.</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	
Extension of the school day (Mon-Friday pm)	<p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 5
<p>Purchase of licences and software for literacy programmes:</p> <p>Seneca</p> <p>Reading Wise</p> <p>Flash Academy (EAL)</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. (EEF)</p>	1, 2, 3
Tuition (Saturdays, after school and during school hours)	<p>Provision of small group and one-to-one tuition – delivered by curriculum specialists who know the subject and the students being targeted. 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'. The tuition would also take into account the EEF toolkit. One to one tuition EEF (educationendowmentfoundation.org.uk) and Small group tuition EEF (educationendowmentfoundation.org.uk) which include effective approaches to implementing tuition.</p>	1,2,3
Reading Tests, Reading Wise Intervention and Read	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and</p>	1,2,3,4,5

<p>Aloud as part of our 'Promoting a World-Class Book Culture' strategy, particularly for disadvantaged students.</p>	<p>English: word-gap.pdf (oup.com.cn) - From birth to 48 months, professional parents use around 30 million more words. - Gap forms: 'Beginner's paradox': without enough words, cannot learn related words. - Gap increases: fluent reader at 10 encounters 1 million words a year. - Gap compounded: breadth increases but reading & vocabulary teaching drops.</p> <p>As part of this, the school will enhance reading (reading tests, Reading Wise intervention and 'read Aloud' programme. EEF Teaching and Learning Toolkit suggests that evidence of these strategies is strong - Reading comprehension strategies Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) increased reading ages by 10 months in one term. - For reluctant and less able learners, listening to a proficient reader helps accelerate the acquisition of vocabulary than silent reading.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £91 880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Guarantee – payment of £100 to Pupil Premium families to reduce barriers to learning, providing free/subsidised access to enrichment activities (such as trips) as well as resources relating to the curriculum (such as revision guides), providing subsidised access to uniform.</p>	<p>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. 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). It confirms that there is evidence of increased attendance and attainment of disadvantaged pupils as a</p>	<p>2,4,5</p>

	result of removing barriers to learning and poverty proofing the school day	
Star Map Review Mtgs	<p>These meetings would ensure access to the curriculum for disadvantaged learners with special educational needs. 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. 	1,2,3,4,5
Breakfast and homework club	<p>Some pupils do not have a quiet space to complete homework or access to a computer. Homework always relates to what is being learned in class. Homework has a positive impact (on average + 5 months), particularly with pupils in secondary schools. Homework EEF (educationendowmentfoundation.org.uk)</p>	1, 5
Duke of Edinburgh and enrichment activities	<p>Outdoor learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Physical activity EEF (educationendowmentfoundation.org.uk)</p>	4, 5
Senior Head of Year and access to additional external counselling provision	<p>The HoY acts as a positive role model for the girls, helping them to build confidence and relationships, develop resilience and character, or raise aspirations.</p>	4, 5

	<p>The HoY supports the success of non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>Counselling support for pupils experiencing mental health issues.</p>	
Free access to enrichment activities, cultural trips (e.g.to theatres, museums etc.)	<p>Poverty is a strong predictor of educational attainment. Research by Newcastle university on poverty proofing the school day supports this strategy:</p> <p>Poverty Proofing the School Day: Evaluation and development report. (ncl.ac.uk)</p>	1, 2, 4, 5
Access to study skills education and motivating experiences and physical activity	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p>	4, 5
Purchase of additional library books	<p>Disadvantaged pupils are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. (EEF)</p> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches <u>without teacher guidance</u>, adopting the strategies through trial and error as they look to better understand texts that challenge them. (EEF)</p>	1, 2, 3

Total budgeted cost: £ 279000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

	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	1.28	+1.11
Attainment 8	50.2	57.6	+7.4
9-4 in English and mathematics	73%	86%	+13%
9-5 in English and Maths	52%	63%	+11%
Achieving English Baccalaureate	20%	37.5%	+17.5%
EBacc Average Points Score	4.4	5.44	+1.04
Entered for English Bacc	43%	98%	+55%

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	1.28	+1.85
Attainment 8	34.9	57.6	+22.7

9-4 in English and mathematics	43%	86%	+43%
9-5 in English and Maths	25%	63%	+38%
Achieving English Baccalaureate	7%	37.5%	+30.5%
EBacc Average Points Score	2.97	5.44	+2.47
Entered for English Bacc	28%	98%	+70%

The data demonstrates that the school has made progress in:

- Ensuring disadvantaged pupils significantly exceed national achievement for non disadvantaged pupils across all key performance outcome measures.
- Ensuring disadvantaged pupils significantly outperform national achievement for disadvantaged pupils across all key performance outcomes
- In comparison to previous years outcomes, pupils have demonstrated significant improvements across all key performance outcomes when comparing to outcomes non disadvantaged pupils nationally. For example, previously the gap for achievement at G5+ across EM was -2% and this has increased to +13%; the gap for G4+ across EM was 6% and this has increased to +11%.

Aspects of our Pupil Premium Strategy that have been most effective at improving out-comes for disadvantaged pupils are:

- Small group tuition and intervention
- Provision of revision resources
- Provision of additional teachers across core subjects to secure personalised provision of tailored learning & teaching
- Teacher support and development
- Provision of pastoral care and support

Based on all the information above, the performance of our disadvantaged pupils significantly and consistently exceeded 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
Reading Wise Intervention	Reading Wise
Sparx	Sparx
Seneca	Seneca
Tassomai	Tassomai
Humanutopia	Humanutopia
Elevate Education	Elevate
Language nut	Language nut

Further Information

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

- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety. In-school strategies include regular briefings, curriculum guidance events for parents and pupils, revision guidance events and booklets and use of virtual learning platforms to continue dialogue with learners beyond the school day.
- utilising support from our local Mental Health Support Team and mentoring of learners with emotional and behavioural needs will support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award, National Citizens Service, Star Citizen Award, Military school, Humanutopia, Elevate Education, Noisy classroom etc.), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.