

Etone College Pupil Premium Report 2016-2017

1. 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 six years (Ever 6 FSM), are looked after or whose parents are serving in the armed forces. 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 non-pupil premium pupils.

Context

- 15% of pupils receiving free school meals (FSM).
- 17% of pupils who have received FSM in the last 6 years (EVER 6 FSM).
- 1% of pupils who are children who are looked after or adopted.
- 1% of pupils who are from service families (EVER 5).

Breakdown of Pupil Premium pupils at Etone College (July 2017)

Year Group	Number of Pupils	Percentage of Cohort
7	49	41%
8	50	49%
9	33	31%
10	47	34%
11	47	31%
July 2017	226	32%

At Etone 32% of our pupils attracted funding from pupil premium. Etone staff are committed to ensuring pupils' academic, pastoral and social needs are met within a caring environment. We are also committed to ensuring there is good communication between the college and 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 the pupil premium pupils.
- Raise the self-confidence and self-esteem of the most vulnerable pupils.
- Reduce fixed term exclusions of the most vulnerable pupils.

Our perceived barriers for these pupils are:-

- Attendance & punctuality
- Resources to be used in lessons and for revision
- Behaviour resulting in isolation / fixed term exclusion / permanent exclusion
- Literacy & Numeracy skills
- Improving pupils aspirations

Pupil Premium Funding and Spending

Pupil Premium Grant received 2016-17: £195,555.34

Total Expenditure 2016-17: £195,145.51

2. Strategies for closing the gap

Strategies for closing the gap at Etone College are informed by academic research. The college assessed the individual needs of eligible pupils, personalising the support they received.

Strategy	Targeted Outcomes	Impact
Literacy and Numeracy coaches to work with PP pupils in all years to improve understanding, levels and help with coursework and revision.	Improvement in the number of pupils reaching their baselines in English & /Maths across all year groups.	2017 Results show Pupil Premium pupils gained 63% (grade 4 – 9) & 43% (grade 5 – 9) in English and 70% (grade 4 – 9) & 46% (grade 5 – 9) in Maths.
Provide additional English & Maths support through one to one or small meetings with 6th form pupils and coaches.	Improvement in the number of pupils reaching their baselines in English & Maths across all year groups.	KS3 pupils Pupils' skill acquisition in English & Maths has improved. 55% of pupils are on or above their English baselines at the end of the year compared to 50% at the beginning of the year.
Identification of Pupil Premium pupils to raise awareness. Monitoring of groups data by all Middle Leaders (HOH, DOL's & faculty leads) and Leadership following calendared assessment to allow direct interventions to be put in place.	All subject areas to recognise Pupil Premium pupils and to monitor their performance ensuring interventions are put in place to raise pupil premium attainment and close the gap to their peers.	58% of pupils are on or above their Maths baselines at the end of the year compared to 52% at the beginning of the year.
Attendance monitoring (by Assistant Headteacher, House attendance officers and external attendance officer. Intervention with a targeted group who have below 90% attendance and / or are persistently late. Awards & Rewards for 100% attendance or improved attendance. KS3 & 4 breakfast club aimed at persistently late pupils.	Reduction in the number of pupils who are persistently absent or late.	Internal attendance records indicate the gap between Pupil Premium pupils and their peers is closing with the gap now -4.4 compared to their peers. Pupil Premium overall absence rate 8.4% (internal data) has remained relatively static compared to validated data of 8.5% in 2016. The average percentage of persistent absentees – absent for 10% or more sessions has significantly reduced since 2016. (2016) Pupil premium pupils' percentage was 27.4%. (2016) internal data suggests this is now 20.3%
Performance Management target (for each teacher)	Specific Pupil Premium performance management target to measure and monitor the gap in each classroom and personalise intervention to pupil needs.	2017 Results show Pupil Premium pupils gained 63% (grade 4 – 9) & 43% (grade 5 – 9) in English and 70% (grade 4 – 9) & 46% (grade 5 – 9) in Maths. KS3 pupils Pupils' skill acquisition in English & Maths has improved.
Additional support materials to be made available to support pupils understanding in their subjects. Educational trips & visits, learning materials such as revision guides, T&L resources for classrooms.	To improve the number of pupils making expected progress in all their subjects.	55% of pupils are on or above their English baselines at the end of the year compared to 50% at the beginning of the year. 58% of pupils are on or above their Maths baselines at the end of the year compared to 52% at the beginning of the year.
Access to a mentor or support for social & emotional well-being. Pastoral support.	To ensure that a Pupil Premium pupils' social and emotional well-being does not have an impact on their achievement by providing	The percentage of pupils who have received fixed term exclusions has significantly reduced from 25.53% (2016) to 19.46%. This is bringing us closer to the national target of 18.77%

To reduce amount of fixed term exclusions.	additional pastoral support to help identify any barriers to learning and overcome these.	(2016 Raise figure) The percentage of pupils who have had more than 1 fixed term exclusion has significantly dropped from 9.57% (2016) to 7.07%. This is also below the 2016 national average. The percentage of pupils who have received a permanent exclusion has remained the same. 1 pupil in the last 2 years has been excluded. Reducing fixed term exclusions and repeat offenders remains a school target.
CAIG guidance for (KS4 pupils)	To raise awareness of careers and aspirations of KS4 pupils to reduce the number of Neets.	44 pupils in total. 41 (93%) are attending further education colleges. 2 (5%) have gained an apprenticeship. 1 pupil is NEET (0.7% of total cohort, 2% of Pupil Premium)
Curriculum development & Curriculum enrichment/collapsed days	Specific projects and learning opportunities within subject areas to support, enhance and enrich curriculum delivery across the school.	2017 Results show Pupil Premium pupils gained 63% (grade 4 – 9) & 43% (grade 5 – 9) in English and 70% (grade 4 – 9) & 46% (grade 5 – 9) in Maths.
Steps to success, revision sessions / days, materials and rewards.	To improve the number of pupils making expected progress in all their subjects.	KS3 pupils Pupils' skill acquisition in English & Maths has improved.
Literacy & Numeracy leads. Improving the core values across the school via specific programmes and collapsed days.	Improved Literacy and numeracy skills across the curriculum. (Reading, writing and mathematics)	55% of pupils are on or above their English baselines at the end of the year compared to 50% at the beginning of the year. 58% of pupils are on or above their Maths baselines at the end of the year compared to 52% at the beginning of the year.
Evaluation and updating pupils' resources to improve attainment.	Improve Pupil Premium attainment and expected levels of progress.	Funding allocated to subject areas to ensure all pupils have the correct equipment, resources for the subject.
Increased curriculum capacity – Extra classes in English & Maths.	Reduction in class sizes and improved attainment and progress.	Reduced class sizes and reduced teacher to pupil ratios.

3. Outcomes

Attainment

	2016	2017
Pupil Premium Grade 4 – 9 English & Maths	37%	54%
Pupil Premium Grade 5 – 9 English & Maths	22%	37%
Pupil Premium Grade 4 – 9 English	37%	63%
Pupil Premium Grade 5 – 9 English	24%	43%
Pupil Premium Grade 4 – 9 Maths	70%	70%
Pupil Premium Grade 5 – 9 Maths	43%	46%
Non-Pupil Premium Attainment 8 score (unvalidated data Sept 2017)	4.9	4.9
Pupil Premium Attainment 8 score (unvalidated data Sept 2017)	4.5	4.3
Pupil Premium Progress 8 score (unvalidated data Sept 2017)	+0.01	+0.10

Etone Pupil Premium pupils achieved 54% 4 - 9 grade and 37% 5 - 9 (in English & Maths)

Using the new Progress 8 measure Pupil Premium cohort achieved a +0.10 score compared to their peers.
(September 2017 Unvalidated data)

Attendance

*Data collected during the autumn to spring terms

Percentage of sessions missed due to overall absence.	2015-6 (RAISE)			2016-17 (Internal data, not validated)		
	Pupil Premium	Non- Pupil Premium	Gap	Pupil Premium	Non- Pupil Premium	Gap
	8.5	4.1	-4.4	8.4	4	-4.4
National	National	National				
7.2	4.1	-3.1				

Internal attendance records indicate the gap between Pupil Premium pupils and their peers has remained static with the gap remaining at -4.4% compared to the previous year.

Percentage of persistent absentees – absent for 10% or more sessions.	2015-6 (RAISE)			2016-17 (Internal data, not validated)		
	Pupil Premium	Non- Pupil Premium	Gap	Pupil Premium	Non- Pupil Premium	Gap
	27.4	6.2	-21.2	20.3	4.8	-15.9
National	National	National				
21.6	8.3	-13.3				

Pupil Premium persistent absence rate has dropped significantly from 27.4% in 2016 to 20.3% in 2017. This is below the 2016 National average of 21.6%

Exclusions

Fixed term exclusions as a percentage of the pupil group.	2015-6 (RAISE)			2016-17 (Internal data, not validated)		
	Pupil Premium	Non- Pupil Premium	Gap	Pupil Premium	Non- Pupil Premium	Gap
	25.53	5.79	-19.74	19.46	8.98	-10.48
National	National	National				
18.77	4.58	-14.19				

% pupils with more than 1 fixed term exclusion	2015-6 (RAISE)			2016-17 (Internal data, not validated)		
	Pupil Premium	Non- Pupil Premium	Gap	Pupil Premium	Non- Pupil Premium	Gap
	9.57	4.08	-5.49	7.07	5.01	-2.06
National	National	National				
8.93	2.70	-6.23				

Permanent exclusions as a percentage of the pupil group	2015-6 (RAISE)			2016-17 (Internal data, not validated)		
	Pupil Premium	Non- Pupil Premium	Gap	Pupil Premium	Non- Pupil Premium	Gap
	(1 Pupil) 0.53	0	-0.53	(1 Pupil) 0.69	0	-0.69
National	National	National				
0.39	0.07	-0.32				

4. Additional Strategies for 2017 – 2018

Strategy	Targeted Outcomes	Monitoring
To improve English grades and P8 score by providing one to one support during revision sessions.	Improve English grades and P8 to be in line with their peers.	K Smith / L Kavanagh
To improve reading by encouraging wider reading. Resources to be sourced to encourage wider reading in boys and lead learners used to facilitate peer reading. Trips and literacy events to be arranged.	To improve English grades across school and P8 to be in line with their peers.	K Smith / L Kavanagh