

Etone College Pupil Premium Report 2017-18

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), are looked after, adopted 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

- 13.0% of pupils receiving free school meals (FSM)
- 16.4% of pupils have received FSM within the last 6 years (Ever 6)
- 1.0% of pupils are children who are looked after or adopted
- 1.1% of pupils are from service families (Ever 5)

Breakdown of Pupil Premium pupils at Etone College (July 2018)

Year group	Number of pupils	Percentage of cohort
7	54	38.3
8	43	33.6
9	48	43.2
10	29	25.0
11	41	30.6
Total	215	34.1

Numbers on Roll (Years 7 -11) 630

At Etone College, 34.1% of 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 and punctuality
- Resources to be successful in lessons and with preparation for their examinations
- Behaviour resulting in isolation / fixed term exclusions / permanent exclusion
- Literacy and Numeracy skills
- Improving pupils' aspirations

Pupil Premium funding and spending

Pupil Premium grant received 2017-18 **£175,780 (179,520 – MAT finance report)**

Total expenditure 2017-18

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
Increased curriculum capacity – extra classes (sets) in English and Mathematics	Reduction in class sizes to ensure all pupils have increased 'teacher time' so	2018 results show Pupil Premium pupils gained;

	that sustained improvement in progress and attainment are achieved	<ul style="list-style-type: none"> • English Language (4-9) 42% • English Language (5-9) 37% • Mathematics (4-9) 53% • Mathematics (5-9) 29% <p>Although a small dip when compared against the 2017 results, the gap between PP and non-PP pupils in the Y11 cohort was significantly above the progress made in 2017 (gap has reversed).</p> <p>In KS3, Pupils skill acquisition in English and Mathematics has improved.</p> <p>In English: Y7 at report 1 had 20% on or above baseline and at report 5 had 58% on or above baseline Y8 at report 1 had 75% on or above baseline and at report 5 had 82% on or above baseline Y9* at report 1 had 6% on or above baseline and at report 5 had 60% on or above baseline In Mathematics, Y7 at report 1 had 68% on or above baseline and at report 5 had 86% on or above baseline Y8 at report 1 had 68% on or above baseline and at report 5 had 72% on or above baseline Y9 at report 1 had 28% on or above baseline and at report 5 had 61% on or above baseline *Y9 English – switched to English literature</p>
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	
Identification of Pupil Premium pupils to raise awareness. Monitoring of groups data by all Middle Leaders (Subject and Pastoral) and Leadership following calendared assessment to allow direct interventions to be put in place	All subject areas to recognise Pupil Premium pupils (on tracking systems and seating plans) and to monitor their performance ensuring interventions are put in place to raise pupil premium attainment and close the gap to the non-pupil premium pupils	
Attendance monitored (by Deputy Headteacher, House attendance officers and external attendance officer). Intervention with a targeted group who have attendance below 92% and, or are persistently late. Attendance challenge weeks, awards and rewards for 100% attendance or improved attendance. Breakfast club provided (aimed) at pupils 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. Pupil premium data shows a significant drop from the previous year where it had been static. The number of persistent absence, although high, is continuing to fall rapidly.

Performance Management target (for every classroom teacher)	Specific Pupil Premium performance management target to measure and monitor the gap in each classroom and personalise intervention to pupil needs	Over progress of Y11 pupils across their subjects was + 0.11 This is above the progress of the non-Pupil Premium pupils
Each subject area to have a designated lead on Pupil Premium pupil performance	Subject lead for Pupil Premium to analyse progress data following report cycles and subject based assessments to create bespoke intervention for pupil premium pupils	All pupils in Y10 and Y11 supplied with 'resources to be successful'. In mathematics, all Pupil Premium pupils were supplied with calculators and all received revision guides in their subjects
Additional support materials to be made available to support pupils to access their subjects and maximise potential. Educational trips, visits to support learning, increase world experiences and social skills	To increase the number of pupils making expected progress in all subjects	Science and Geography make use of Educake e-package whilst MfL utilise SAM learning and Maths use MyMaths
Access to Success Centre for social, emotional and mental health well-being Pastoral team to support with improved behaviour for learning and initiating a mentor to support with academic and social progress	To ensure that a Pupil Premium pupils' social and emotional well-being does not impact on their achievement by providing additional pastoral support to help identify and overcome any barriers to learning	

To reduce the amount of fixed term and permanent exclusions		
CEIAG guidance for pupils in line with Gatsby benchmarks PSHE programme that includes aspirational trips, talks and career advice	To raise awareness of careers in modern Britain by linking information shared to the Labour Market Index (LMI). To ensure experience aspiration next steps opportunities and to reduce the number of NEET (N ot in E ducation, E mployment or T raining) pupils	Careers interview / experiences <ul style="list-style-type: none"> • Y11 – 98 • Y10 – 102 • Y9 – 21 Y11 Destinations <ul style="list-style-type: none"> • 41 pupils • 39 - Education • 1 - Employment • 1 - NEET
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, Pupils skill acquisition in English and Mathematics has improved. In English: Y7 at report 1 had 20% on or above baseline and at report 5 had 58% on or above baseline Y8 at report 1 had 75% on or above baseline and at report 5 had 82% on or above baseline Y9* at report 1 had 6% on or above baseline and at report 5 had 60% on or above baseline In Mathematics, Y7 at report 1 had 68% on or above baseline and at report 5 had 86% on or above baseline Y8 at report 1 had 68% on or above baseline and at report 5 had 72% on or above baseline Y9 at report 1 had 28% on or above baseline and at report 5 had 61% on or above baseline
After school revision classes for pupils to 'kick start' their revision. Monitoring through reward cards and reward menu (Year 11)	To improve attendance at after school revision and to ensure that pupils make expected progress in all subjects	
Literacy and Numeracy leads to help embed core values across all subjects through school and national initiatives (e.g. World Book day and pi day)	Improved literacy and numeracy skills across the curriculum (Reading, writing, oracy and mathematics)	
Evaluation and improvement to pupil resources in the classroom to support improvements in 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 and increase the use of wider reading and e-packages to support learning
To improve reading by encouraging wider reading. Resources to be sources to encourage wider reading in boys, with lead learners used to facilitate peer reading. Trips and literacy events to be arranged to provide experiences of literacy outside of the classroom.	To improve English grades across the school to close the attainment gap between pupil premium and non-pupil premium pupils	Leader learner paired reading had a high impact with all 50 students improving their reading ages. Testing took place in September and was then repeated in the summer term. The average increase in reading age was 14 months with some students improving by as much as 34 months.

Outcomes

Academic Results

	3-Year Trend		
	2016	2017	2018
Pupil Premium grade 4-9 English Language and Mathematics	37%	54%	39%
Pupil Premium grade 5-9 English Language and Mathematics	22%	37%	21%
Pupil Premium grade 4-9 English Language	37%	63%	42%
Pupil Premium grade 5-9 English Language	24%	43%	37%
Pupil Premium grade 4-9 Mathematics	70%	70%	53%
Pupil Premium grade 5-9 Mathematics	43%	46%	29%
Non-Pupil Premium Attainment 8 score	4.9	5.0	4.9
Pupil Premium Attainment 8 score	4.5	4.5	4.0
Gap in Attainment 8 scores	-0.4	-0.5	-0.9
Non-Pupil Premium Progress 8 score		+0.29	+0.04
Pupil Premium Progress 8 score	+0.01	+0.14	+0.11
Gap in Progress 8 scores		-0.15	+0.07

*A8 and P8 data for 2018 is still unvalidated

Attendance *Data collected in first 5 half terms - Autumn 1 to Summer 1

Percentage of sessions missed due to overall absence	3-Year Trend		
	2015-16	2016-17	2017-18
Pupil Premium pupils	8.5 (7.2)	8.4 (7.8)	7.8
Non-Pupil Premium pupils	4.1 (4.1)	4.0 (4.4)	3.9
Gap	-4.4 (-3.1)	-4.4 (-3.4)	-3.9

Percentage of persistent absentees (absent for 10% or more sessions)	3-Year Trend		
	2015-16	2016-17	2017-18
Pupil Premium pupils	27.4 (21.6)	20.3 (24.0)	16.8
Non-Pupil Premium pupils	6.2 (8.3)	4.8 (8.9)	6.1
Gap	-21.2 (-13.3)	-15.5 (-15.1)	-10.7

** (national figures)

Exclusions

Fixed term exclusions as a percentage of the pupil group	3-Year Trend		
	2015-16	2016-17	2017-18
Pupil Premium pupils	25.53 (18.77)	19.46	
Non-Pupil Premium pupils	5.79 (4.58)	8.98	
Gap	-19.74 (-14.19)	-10.48	

Percentage of pupils with more than 1 fixed term exclusion	3-Year Trend		
	2015-16	2016-17	2017-18
Pupil Premium pupils	9.57 (8.93)	7.07	
Non-Pupil Premium pupils	4.08 (2.70)	5.01	
Gap	-5.49 (-6.23)	-2.06	

Permanent exclusions as a percentage of the pupil group	3-Year Trend		
	2015-16	2016-17	2017-18
Pupil Premium pupils	0.53 (0.39)	0.69	
Non-Pupil Premium pupils	0.00 (0.07)	0.00	
Gap	-0.53 (-0.32)	-0.69	

Additional Strategies 2018-19

Strategy	Targeted Outcomes	Monitoring for Impact
To provide additional support for completion of homework, revision and exam readiness by opening a study hall for pupils to work in	Improved attainment and progress scores across all subjects	K Smith J Mitchell
Improved attendance for pupils by introducing a staged tariff of rewards for 100% attendance / rapidly improved attendance	Improved attendance (including reduction in persistent absenteeism)	M Howes H Palmer I Khan
To create a varied bank of reading resources (including texts and subscriptions to magazines) which are reviewed by pupils to encourage a 'love of reading'	To improve the reading, writing and oracy of pupils throughout their years at Etone College To improve the attainment and progress in English Language (Year 11)	K Smith J Mitchell
To increase the provision of careers experiences for pupils and to organise off-timetable events to support 'next steps'	To reduce the number of NEET's to 0% by raising pupil awareness and confidence with regards to interview techniques and independently preparing for the next stages of education, employment or training.	J Mitchell L Bailey N Waite