

# Pupil Premium Impact Report

2018/2019

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1. Intended outcomes		Success criteria
A.	Improve the attendance of Pupil Premium (PP) students	Attendance and Punctuality rates of PP students are maintained/improved every term and in line with their peers.

Partly Achieved:

Overall Attendance	PP Attendance	Non PP Attendance	National Average for Attendance of students on FSM
93%	92.33%	93.16%	92.50%

Although the table shows that attendance figures are low and slightly below national averages, Eastlea has had to deal with many unforeseen circumstances that have affected attendance as a whole. Firstly the school was forced to close to safeguard children and staff from the spider infestation that happened earlier in the academic year. This also resulted in low attendance just before the closure as knowledge of the spiders had spread in the borough and parents were forced to take their children out of school. Attendance was again affected during the festival of Eid as many students had taken up to three days off and there were two cohorts who had celebrated Eid on different days.

Figure 1:

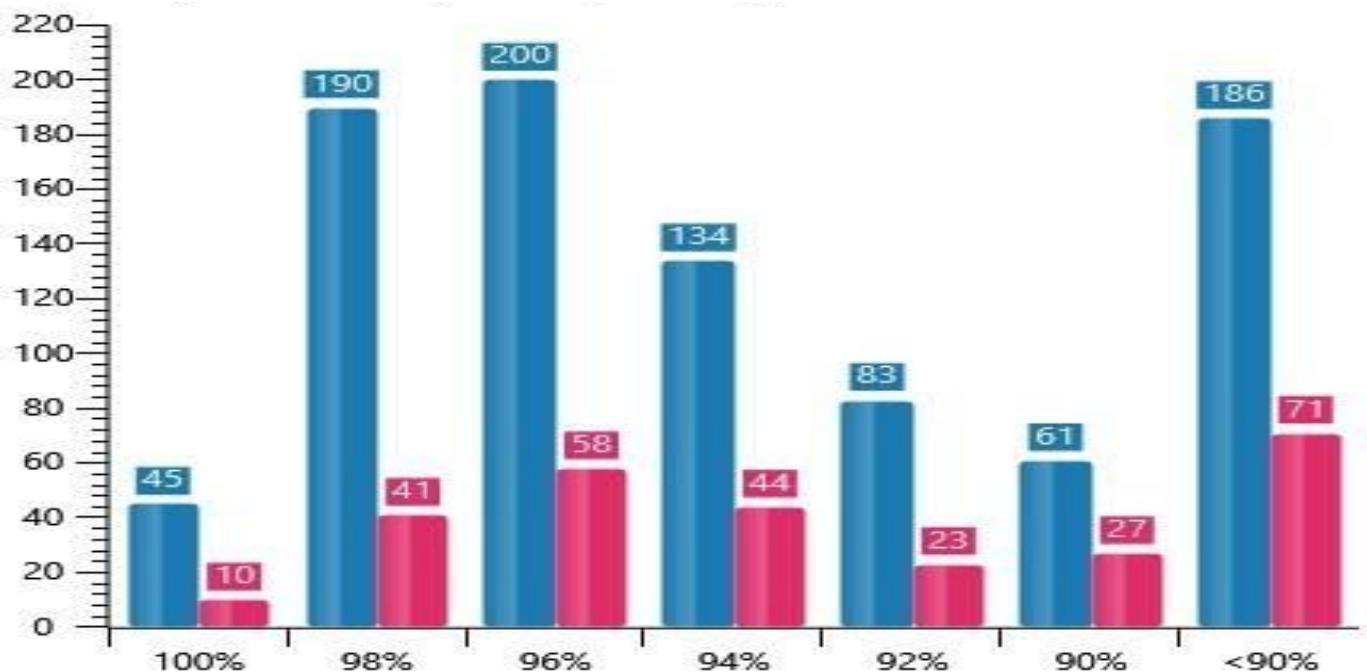


Figure 1 shows the percentage attendance of students at Eastlea. The chart shows that the attendance of the PP students (in Pink) has significantly been affected by a large number of Persistent Non Attenders (PNA's). This was mainly due to the abnormal wave of transfers and CME students who needed permission from the LEA to be removed from roll.

Figure 2 below shows a count of students with Special Educational Needs in blue and a count of those who were also eligible for the Pupil Premium:

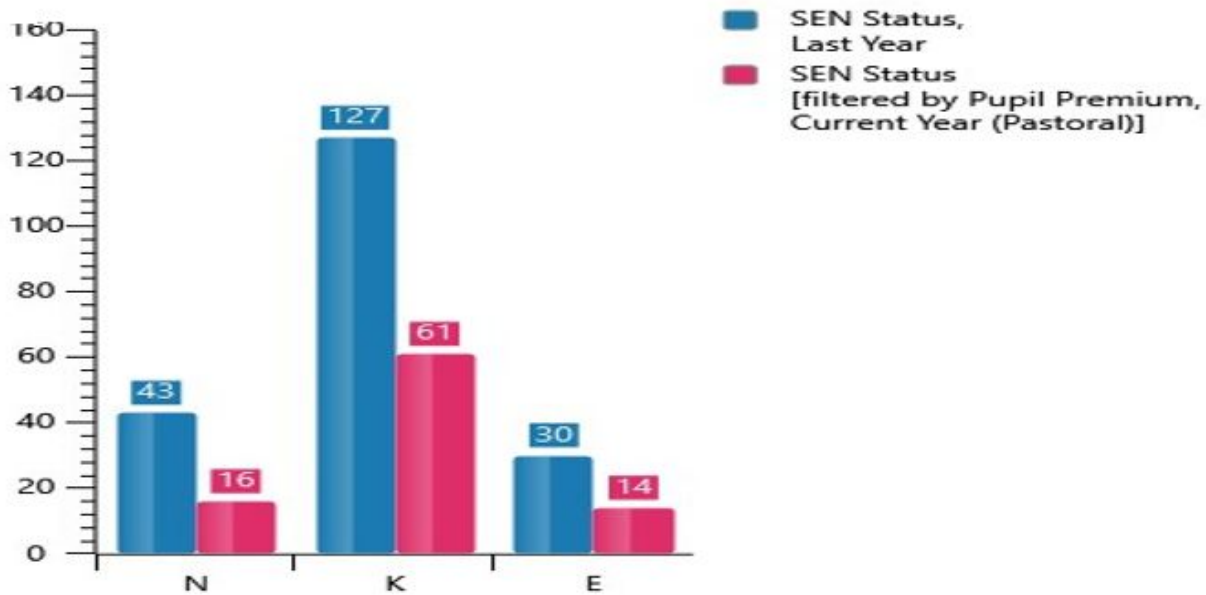
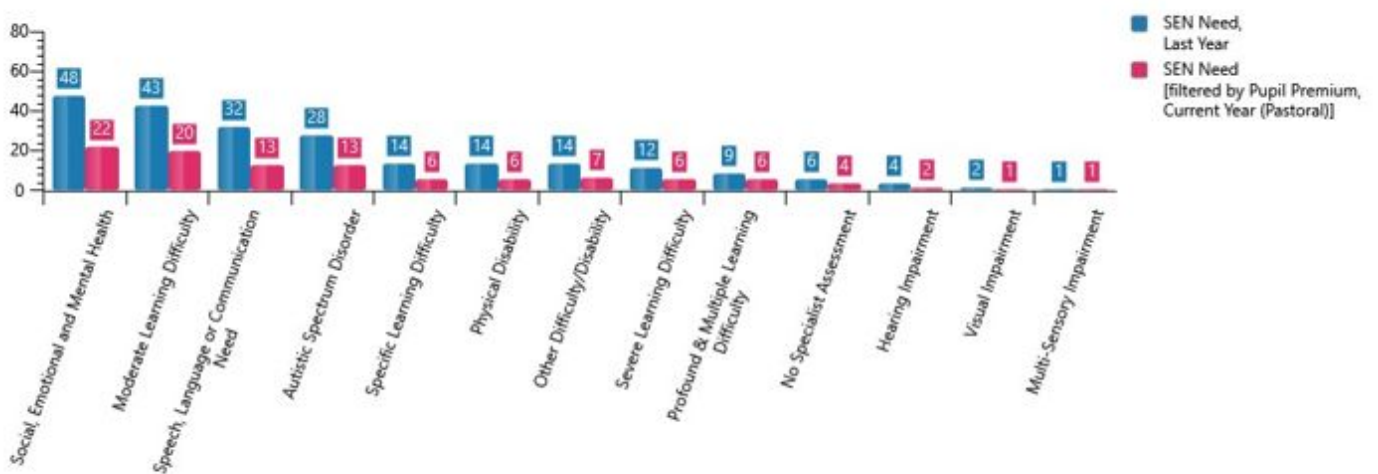


Figure 3 shows a count of students by their SEN need in blue and those who are eligible for the Pupil Premium in pink:



From Figure 2 and 3, it is evident that Eastlea highly promotes its inclusive school and provides provision for students with Special Educational Needs (SEN). However many of these students both PP and non PP have had a significant impact on the attendance of the school. For example students with EHCP and/or Higher needs funding have in general lower attendance.

This is mainly due to the fact that some of these students have very complicated needs and can sometimes unavoidably be absent from school in order to attend medical appointments.

<b>B.</b>	Target PP students through the school's More Able Students (MAS) programme	More Able High Attaining Students eligible for PP to make positive progress in line with Non-PP students.
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Partly Achieved:

The tables below show the attainment and progress of Pupil Premium students and Non Pupil Premium students:

	Number of students	KS2 Prior	A8 Pts	Average A8 Grade	A8 Est	Eng P8	Mat P8	EBacc P8	Open P8	P8
Non Pupil Premium	103	4.61	38.14	3.81	45.31	-0.556	-0.469	-0.731	-1.003	-0.682
Pupil Premium	90	4.6	37.51	3.75	43.21	-0.232	-0.337	-0.447	-0.931	-0.512

	Number of students	KS2 Prior	A8 Pts	Average A8 Grade	A8 Est	Eng P8	Mat P8	EBacc P8	Open P8	P8
Results of Non Pupil Premium students with high prior attainment	21	5.36	47.76	4.78	60.85	-0.916	-0.977	-1.422	-1.68	-1.207
Results of Pupil Premium students with high prior attainment	26	5.31	55.12	5.51	58.58	-0.103	0.049	-0.318	-0.8	-0.297

Looking at the overall results of the school it is clear that the gap in progress between pupil premium students and their counterparts has narrowed. Pupil premium students at Eastlea have outperformed the non PP students in all categories. This is particularly the case for both English and Mathematics. Although progress scores are negative overall, it must be pointed out that the strategy used in these subjects have contributed to the success of the PP students. Reducing class sizes and providing small group interventions has allowed for teachers to tailor their teaching more effectively for the individual needs of students in their classes.

The positive impact of this is more evident for the PP students with high prior attainment. Results from SISRA demonstrate that the PP students have secured near enough expected progress in both English and Mathematics and many of these students were part of the More Able Students Programme at Eastlea. Eastlea boasts very good results achieved by this group of students, one in particular receiving straight Grade 9's in all subjects. The MAS programme has assisted in securing college spaces for these students ensuring that they carry on with further education after their GCSEs.

In summary, Eastlea has identified that although there is an improvement in the core subjects more work must be carried out in ensuring that the curriculum is rich and all subjects perform consistently with national averages. With this in mind, Eastlea will prioritise developing on the need for Quality First Teaching above all in the Pupil Premium Strategy for 2019-2020.

<b>C.</b>	Improve Literacy and Numeracy Skills	Pupils make rapid progress in Literacy and Mathematics and measured through DPR.
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Partly Achieved:

To promote Literacy and Numeracy across the curriculum Eastlea has organised Smart Skills assemblies to be delivered on a fortnightly basis. These assemblies are linked to a 2 x 30 minute mentor time activity which gives students the chance to dive deeper into the specific topic that was presented. Each of these Smart Skills assemblies and mentor activities are alternatively linked to either a numeracy or a literacy key objective. As students discuss and explore the assembly topics in more detail during the 2 x 30 minute mentor sessions, they have an opportunity to develop these skills and mentors acknowledge this via the Dynamic Progress Reporting (DPR) Feedback tool. The results for this have been positive and demonstrate that students have progressed in both Literacy and Numeracy. Key judgements on the DPR range from being labelled as one with an Emerging sense of knowledge to one who is Secure on the key objectives. The DPR being live has allowed teachers to update judgements on a regular basis making the data more reliable.

Furthermore, by allowing every child in Year 7 to have a book and investing in the accelerated reader programme PP students in Year 7 have increased their reading ages from their starting points. This is particularly the case for the large group of EAL students. Through this process, Eastlea is determined to challenge language barriers and make learning accessible in all parts of the curriculum.

<b>D.</b>	Create opportunities for extra-curricular activities and cultural experiences	To ensure that all PP students have the opportunity to take up a minimum of one extra-curricular activity.
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Achieved:

The school has created many opportunities for extra – curricular activities and cultural experiences especially for disadvantaged students in the form of clubs which run in the morning, afternoon and after school. The appointment of Heads of Learning and enrichment coordinators in curriculum teams have allowed for structure in year groups and this has helped to identify the needs of disadvantaged students. Students have been encouraged and motivated through assemblies and individual subject areas to join a club. Direct funding for these clubs has ensured pupils from disadvantaged backgrounds have access to various forms of tuition that is normally unaffordable. Due to the success of this process, the school is also now looking into expanding these experiences for all students through the Eastlea Passport of Activities which will allow students to develop their cultural capital. This will be highlighted in the PP Strategy Action Plan for 2019-20.