

## **EGS answers to PP expenditure and expectation**

Some of these questions have instant answers, some will require longer term analysis and embedding.

### **1. How many pupils are eligible for the PPG?**

2017/18:

<b>Y7 (182)</b>	<b>Y8 (174)</b>	<b>Y9 (176)</b>	<b>Y10 (176)</b>	<b>Y11 (179)</b>
TBC	65	67	47	58
TBC	37.4%	38.1%	26.7%	32.4%

### **2. What is the amount the school receives for the PPG? How does this differ from last year?**

2016/17: £270,215

**2017/18: £265,540**

### **3. How is the funding used?**

An aggressive recruitment campaign to get the best leaders of learning in key roles – AHT (T&L), Maths HoD and Science with responsibility for on improving student outcomes in Science, particularly with a view to monitor PP and other underachieving groups and intervene to address identified under performance.

MGP (PP lead) has been assigned a ring-fenced PP budget of £10,000 for 2017/18.

Departments can bid in for this money using following bid form:

<https://goo.gl/1QRNZE>

All other monies attributed to the following:

Link to PDF on website:

<http://smartfuse.s3.amazonaws.com/ac0a4ac2fc14b45086e9c5af7511da39/uploads/2017/07/Pupil-Premium-2016-17.pdf>

### **Intervention Strategies / Allocation Targeted Support:**

Lexia programme (KS3 & KS4)

Targeted small teaching groups (Year 9 and Year 10)

Nurture Group Teacher for Year 7 and Year 8 pupils (not being used in 17/18)

Small Group Intervention for Maths (Yr7 underachieving students)

Increase in periods of English lessons (additional teacher)

Increased TA support in lessons

Accelerated reader programme

Learning Mentors/pastoral support

### **Summer School:**

Year 6 FSM / CLA summer camp

**School Participation:**

Sport Inspiration days - guest speakers / projects  
Sports Clubs - lunchtime, afterschool and weekends  
School trips

**Raising Achievement:**

Rewards trips  
GCSE workshops  
Easter Revision classes for Key Stages 4  
Raising Achievement / Intervention Leader KS3/4  
Learning Resource Centre (KS3)  
GCSE Pod  
External seminars

**4. Are all staff aware of which pupils are eligible for the PPG (Pupil Premium Grant) and the strategies they should be using to support these pupils?**

Staff know that via GO4Schools and SISRA they can find PP eligible students.

Was highlighted during July INSET.

- a) School Culture
- b) Reorganising Strategies – QUALITY TEACHING
- c) Seating plans
- d) Breakfast Club trial
- e) PPG bid-in form for staff
- f) A Top 10 to do:
  1. 100 per cent buy-in from all staff – to establish an all-school ethos on PP
  2. Identify the main barriers to learning
  3. Frequently monitor progress
  4. When progress slows, put interventions in place rapidly
  5. Evaluate the effectiveness of interventions and make adjustments as necessary
  6. Replace some 1:1 support with small group work
  7. Use appraisal targets
  8. Train governors
  9. Ensure there is a departmental champion of PP pupils
  10. Reflect regularly on the impact of strategies

This included various documents for staff to read:

- a) 'Low income pupils' progress at secondary school' By The Social Mobility Commission
- b) 'The Pupil Premium and what Ofsted looks at'
- c) 'What makes great teaching?' by The Sutton Trust

PP figures (2017) at EGS v Enfield v Nationally (33.4% v 42.9% v 28.9%)

**5. What training do staff receive to support the disadvantaged children effectively?**

QUALITY teaching is the accepted best way to achieve positive results, so this is the best form of training. INSETs since January 2017 have focused on T&L

Sharing of good practice within departments.  
SENCO advice and guidance.

Stretch and challenge of HAPs.

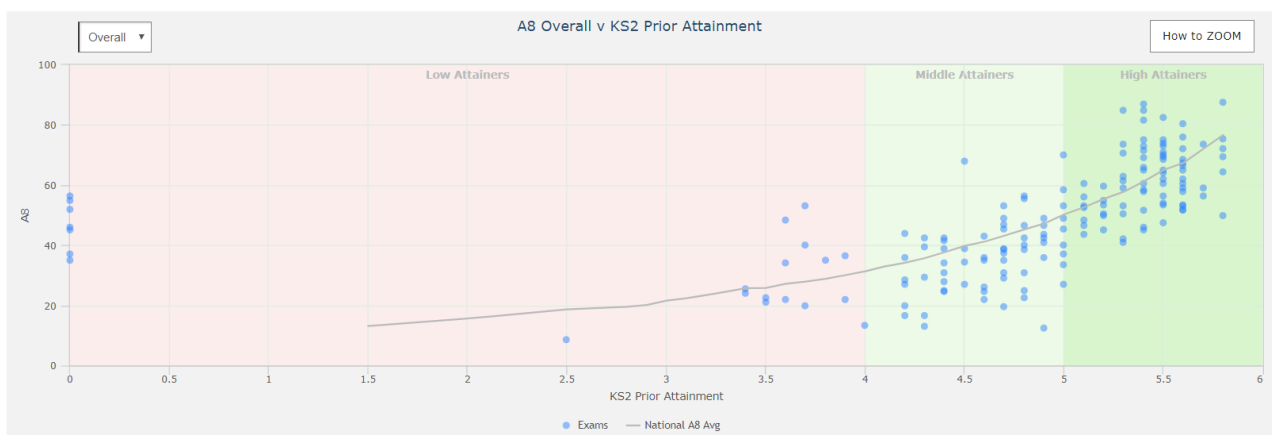
Specifically from NLF remit, the 'Drive to Fly' initiative.

What defines quality of teaching for disadvantaged children:

1. Rigorous monitoring and use of data
2. Raising pupil aspirations in the classroom and using engagement/ aspiration prog (whole school)
3. Engaging parents and raising parental aspirations
4. Develop social and emotional competencies
5. Support school transitions
6. Cooperative learning with peer-assisted learning strategies
7. Frequent assessment
8. Learn to learn strategies
9. Rapid pace of instructions
10. Common language for discipline
11. Use of interactive learning tasks
12. Structured- phonics based approaches
13. A clear and strong leadership in the classroom

Attainment 8 vs KS2 Prior Attainment (SISRA Analytics):

Attainment 8 vs KS2 Prior Attainment



**6. How is the school evaluating the effectiveness of its PP strategy?**

MGP data analysis. Staff can bid for financial assistance from the PPG ring fenced budget. HoDs GCSE exam review. Departmental meetings. HoYs. What is spent is evaluated for impact.

**7. Is the school checking the impact it is making with the PP funding against impact in successful schools in the country?**

Yes. Via data analysis. The need to 'diminish the difference' highlighted in GCSE review presentation on INSET day 9/2017. MGP been on INSET to learn from best practice and put in place at EGS.

**8. Is the school using its best teaching and support staff with PP-eligible pupils?**

Where possible and where timetabling allows, yes. Reviewed via Dep't / SLT link meetings regularly. Data drop monitoring and analysis.

**9. How much progress is being made by each pupil receiving the PPG?**

Year 11 GCSE results (P8):

PP	Non-PP	Diff
-0.628	-0.080	0.548

This analysis will also be done at every data drop.

Current Year 11 at end of summer term data drop (P8):

PP	Non-PP	Diff
-0.691	-0.646	0.045

Once SISRA has data for all year groups, this information can be published for all year groups.

**10. What is the school's ambition for the attainment and progress of PP-eligible pupils and is that in line with the national average?**

To 'diminish the difference' and for P8 difference between PP and non-PP students to be statistically irrelevant. (MGP APP)

**11. What are the barriers to learning that staff members have identified for PP-eligible pupils?**

TBA – via staff survey

**12. What specific outcomes does the school aim to achieve with PP funding in relation to raising attainment, accelerating progress, improving attendance, reducing gaps and increasing opportunities?**

For PP students' outcomes to not be significantly different to non-PP students' outcomes.

**13. Because high expectations of pupils are so important, what is the school doing to raise expectations for what PP-eligible pupils can achieve among the children themselves, their parents and the school staff?**

Staff have the same high expectations and standards for PP as for non-PP students. Seating plans indicating where PP students are (therefore being aware of who they are) July INSET (see answers to Qs 4 & 5)

**14. What evidence has the school used to learn about the most effective strategies for improving outcomes?**

MGP INSET. Advice and guidance already rolled out during INSET. This to continue.

**15. How is the school using the PPG to improve the engagement of parents with the educational progress of their children?**

Data drop information to parents  
FT and HoY calls home  
Class teacher and HoD calls home  
Parents evening  
Letters  
GCSEPod has been highlighted as a tool to help with progress / achievement (KS4)  
Y10 / Y11 Parent Information Evening  
New RealSmart website including realhomework app.

**16. Looked-after children need particular support with the PPG. What interventions are making a positive difference for them?**

Individualised plans are targets are set, developed and reviewed as needed.

**17. How does the school promote awareness of eligibility among the parents so that all eligible pupils claim and are supported?**

Letter gone out to parents w/b 11<sup>th</sup> September 2017  
Information also on website.  
Information also on PPT at every parents evening.

**18. On the school website, how good is the account of the impact of PP spending, and barriers that remain?**

Will be developed throughout the year as bids and spend of PPG is attributed and evaluated for impact.

**Note:**

6<sup>th</sup> form data analysis with Y12 & Y13 PP tracking to be included. (Progress, achievement, Post 6th destination)