

Pupil Premium Strategy

2016 / 2017

At Elizabeth Garrett Anderson school we aim to ensure that every student can achieve in a field they choose regardless of starting point or background.

We are committed to closing any gaps in achievement between those who are disadvantaged (in receipt of pupil premium funding) and those who are not disadvantaged.

Raising achievement has several key strands:

Learning and Teaching

Outstanding teaching and learning is the key to adding value to the learning of students and closing any gaps in achievement. Activities that support the continued improvement of teaching and learning are key.

Research summarised by the Education Endowment Fund (EEF) shows that the biggest impact on student progress, and therefore on closing the gaps, comes from:

- Effective feedback
- Developing students self- regulation and their understanding of how to learn
- Improving reading
- Small group intervention and one to one tuition
- Collaborative student learning
- Independent study

Based on this evidence, our strategy with our pupil premium funding is to:

- Reduce class size so that more effective feedback can be given in lessons.
- Run a skills based curriculum to develop students understanding of learning, and develop the skills needed to succeed in all subject areas.
- Focus across the school through the curriculum and pastoral teams, on ideas of growth mind-set and outstanding commitment to learning.
- Have reading and literacy development strategies appropriate to the students at each age and reading development across the school.
- Schedule carefully targeted 1:1 tuition and small groups for students who need to develop their English and Maths.
- Offer a wide range of opportunities out of school for guided and independent learning.

Social Capital

Qualifications alone are not enough to enable a young person to have the confidence and resilience to compete with others at the highest of levels. Students must also aspire to be the best in their field and have the confidence that comes from a broad range of experiences of the world including the Arts, sport, debating and other cultural activities.

Research by the EEF shows that the following contribute to students developing the aspiration, confidence and resilience to achieve:

- Sports Participation
- Summer Schools
- Arts Participation

Our strategy is:

- To have a curriculum which is broad so that all students can study creative subjects as well as EBACC subjects.
- To fund out of hours activities so that engagement in sports, music and arts is encouraged.
- To fund music tuition for disadvantaged students.
- To ensure the curriculum offers a wide range of trips that are an entitlement to widen knowledge that supports the curriculum.
- To provide detailed information, advice and guidance from Year 7 onwards to raise aspirations and enable students to make fully informed decisions at each stage.

Well Being

It is widely reported that young people are experiencing increased pressures in our society and that mental health and resilience are key protective factors in supporting student achievement.

The evidence from the EEF is that the key impact is from:

- Engaging parents with learning and progress
- Promoting emotional health awareness and support
- Mentor support

At EGA we use the following strategies to promote student well-being:

- Pastoral team who monitor key factors and identify support needed at an early stage. This includes support in school, from CAMHS, pastoral support professionals and attendance support.
- A curriculum where well-being, mental health, and safeguarding issues are explicitly taught.