

Pupil Premium

Evaluation of the Pupil Premium 2012 -2013

A study by the Educational Endowment Foundation placed EGA as number 15 in the country in terms of the achievement of students entitled to free school meals.

In 2012, EGA was above average in terms of students eligible for free school meals achieving 5 or more A*-C including English and Maths.

In 2013, the percentage of students eligible for the pupil premium making expected progress in both English and Maths was significantly above the national average and within three per cent of those not eligible for the pupil premium.

This success was supported by the way in which the pupil premium was allocated.

Personal Programme

Students benefited from additional smaller classes to support them where there was a risk of underachievement.

ICT Resources

Students were able to access programmes to support the study and had greater access to printing for controlled assessments.

Attendance

Increasing the hours of the education welfare officer increased attendance across the school. It now stands at 95%.

Use of Data

Ensuring all staff have data on students available and that they know how to use it facilitated targeting of students at risk of underachievement.

Enrichment

Encouraging students to participate in a full range of extra activities both academic and cultural supported their greater achievement.

Bilingual Parent Support Advisors

Employing BPSAs ensured that we could keep families fully involved and informed so that they could support their daughters' learning.

Alternative Provision

A small number of students were in danger of not successfully completing their education at EGA. The pupil premium supported their attendance at alternative provision to ensure that they remained engaged with education.

The funding was not restricted to Year 11 students and other programmes were similarly successful.

Skills

Students in Years 7-9 have dedicated skills sessions which support their understanding of how they learn. Evaluations show how much they feel this supports their learning and achievement.

One to One

Students who struggle with English and Maths are given one to one support to help them to catch-up. Improvement in levels shows the success of this. Students in all years benefit from the additional resources in promoting attendance and employing BPSAs.

SUMMER SCHOOL PROGRAMME 2013

Income Received: £8,250

Programme

The Summer School Programme is run over one week prior to the girls joining us in September. Students are targeted to ensure that those who may need the most support in the transition from primary school are involved. The theme this year was "Living in London" and the activities were designed to develop literacy, numeracy and team building skills. There was also an emphasis on health, sport and the creative curriculum.

Impact

- Students build on literacy, numeracy and thinking skills
- Students develop confidence and social skills
- Students feel more secure about transition
- Students' needs are identified prior to their start at EGA
- Students gain cultural capital

CATCH UP PROGRAMME 2013

Income Received: £16,000

Programme

Students targeted for one to one teaching are initially identified as a group through scrutiny of CAT (Cognitive Ability Test) scores on arrival. Thirty nine students received one to one tuition and all of these girls have made progress despite having a range of learning difficulties. An average student would make two sub levels of progress in an academic year. However, students with learning difficulties often make no progress or regress during Year 7 as they find it more difficult than an average student to adjust to the change from primary to secondary school. Therefore, the consistent level of progress within this group is pleasing as it reveals an ability to keep up with the work in lessons and to continue to build their skills and knowledge despite their own personal challenges. One to one is crucial for these students as they can work on particular areas of difficulty and the tutor can maintain links with the class teacher and share information about the curriculum throughout the year.

Other students were later identified by their teachers as being behind the rest of the class in certain areas, and requiring more support in class than average. Their start levels are higher generally than the previous group, indicating that they have fallen behind as a result of absence, illness, home difficulties or a lack of support, rather than as a result of having a learning difficulty. These students benefit very quickly from one to one as they can focus closely on particular areas of difficulty and once these are overcome, can end the sessions.

Impact

- Students engage with the learning
- Students make progress which enables them to access the curriculum in mainstream classrooms
- Students become more confident learners and willing to try
- Students' learning needs are clearly identified and teachers can personalise their work