



ANGLO EUROPEAN SCHOOL

Pupil Premium

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

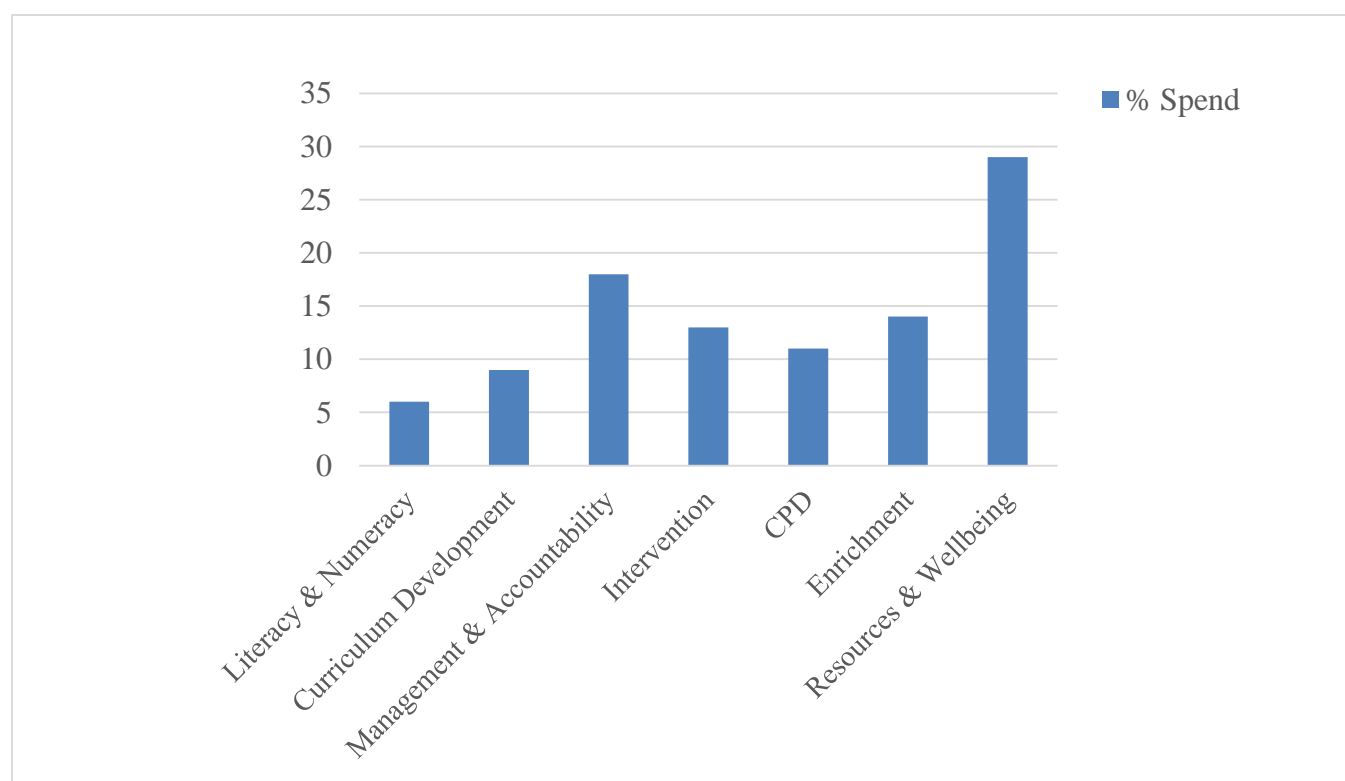
- The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as ‘Ever 6 FSM’).
- Schools also receive funding for children who have been looked after continuously for more than six months (CiC).
- Schools will have the freedom to spend the premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.
- Schools and local authorities are urged to encourage parents to register their child as eligible details can be found at:

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

Aims of the Pupil Premium Grant

- To increase social mobility
- To enable students from disadvantaged backgrounds to get to top universities
- To reduce the national gap between the highest and lowest attainment

Pupil Premium expenditure by percentage 2014-15





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Funding

In the academic year 2015/16 the amount that will be received for each child for FSM and ever6 students is £935.00 and £1,900.00 for CIC.

Anglo European School had 11% of pupils between years 7-11 eligible for Pupil Premium in the academic year 2014/15.

Anglo European School is due to receive £128,575.00 for 2015/16.

In the 2014/15 academic year, there were 204 students in Year 11, 20 of whom received the Pupil Premium at the time of sitting their GCSEs.

This makes the PP population 10% of the cohort; nationally the figure is 26.6%

| | Average Total Points (GCSE Only) | |
|----------------|----------------------------------|--------|
| | Cohort | Points |
| All Year 11 | 204 | 412 |
| PP Year 11 | 20 | 371 |
| Non PP Year 11 | 184 | 417 |

| % Reaching Threshold | | | | | |
|----------------------|------|--------|--------|-----------|--------|
| | Year | Cohort | 5 A*-C | 5 A*-C EM | 5 A*-G |
| All Year 11 | 2013 | 209 | 86% | 80% | 99% |
| | 2014 | 208 | 77% | 68% | 98% |
| | 2015 | 204 | 79% | 70% | 99% |
| PP Year 11 | 2013 | 11 | 100% | 100% | 100% |
| | 2014 | 21 | 67% | 52% | 90% |
| | 2015 | 21 | 62% | 57% | 90% |
| Non PP Year 11 | 2013 | 198 | 86% | 79% | 99% |
| | 2014 | 187 | 79% | 70% | 99% |
| | 2015 | 183 | 81% | 72% | 99% |

- 5 A*-C is the proportion of students who passed at least 5 GCSEs at C grade or better.
- 5 A*-C EM is the proportion of students who passed at least 5 GCSEs at C grade or better including Maths and English.
- 5 A*-G is the proportion of students who passed at least 5 GCSEs at G Grade or better.



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Progress Data

| KS2 – KS4 Progress - All | 2013 | | 2014 | | 2015 | |
|---------------------------------|--------------|----------------|--------------|----------------|--------------------|----------------|
| EP English | 83% | | 72% | | 79% | |
| More than EP Eng | 45% | | 36% | | 39% | |
| EP mathematics | 87% | | 76% | | 76% | |
| More than EP maths | 44% | | 38% | | 31% | |
| Best 8 Value Added | 1002.7 | | 1004.1 | | 1012.2 (P8 = 0.29) | |
| Value Added - English | 1001.1 | | 999.6 | | 1001.2 | |
| Value Added - Mathematics | 1000.9 | | 999.7 | | 999.7 | |
| Value Added - Science | 1001.8 | | 1000.4 | | 1000.6 | |
| Value Added - Languages | 1006.5 | | 1005.4 | | 1004.9 | |
| Value Added – Humanities | 1001.1 | | 1001.9 | | 1002.9 | |
| Progress - Disadvantaged | 2013 | | 2014 | | 2015 | |
| | Disad | N-Disad | Disad | N-Disad | Disad | N-Disad |
| EP English | 91% | 82% | 63% | 73% | 86% | 78% |
| More than EP Eng | 55% | 45% | 42% | 35% | 29% | 38% |
| EP mathematics | 82% | 87% | 60% | 78% | 67% | 77% |
| More than EP maths | 27% | 45% | 45% | 37% | 14% | 33% |
| Best 8 Value Added | 996.1 | 1003.2 | 988.4 | 1005.9 | 1003 | 1013.4 |
| Value Added - English | 1000.9 | 1001.1 | 999.9 | 999.6 | 1002.4 | 1001.0 |
| Value Added - Mathematics | 998.6 | 1001.1 | 998.6 | 999.8 | 998.5 | 999.8 |
| Value Added - Science | 1000.5 | 1001.9 | 999.4 | 1000.5 | 999.6 | 1000.7 |
| Value Added - Languages | 1006.9 | 1006.6 | 1005.7 | 1005.4 | 1006.2 | 1004.7 |
| Value Added – Humanities | 1002.7 | 1001.1 | 1003.3 | 1001.8 | 1001.0 | 1003.1 |

- Green highlight indicates where AES scores are significantly higher than National scores as per RAISEonline calculations.

Progress 8 Data

| | Attainment 8 | Progress 8 |
|----------------|--------------|------------|
| All Year 11 | 5.55 | 0.29 |
| PP Year 11 | 4.96 | 0.15 |
| Non PP Year 11 | 5.62 | 0.31 |



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Key Performance Indicators - Summer 2016

| Year | Group | No. of Pupils * | 3+ LP Eng | 3+ LP Ma | 4+ LP Eng | 4+ LP Ma | School Gap (Exp Progress Eng) | **Diff to National Gap English | School Gap (Exp Progress Maths) | **Diff to National Gap Maths |
|------|-------------------|-----------------|-----------|----------|-----------|----------|-------------------------------|--------------------------------|---------------------------------|------------------------------|
| 11 | All | 190 | 92.6% | 87.9% | 53.2% | 53.2% | | | | |
| | Disadvantaged | 12 | 100.0% | 83.3% | 58.3% | 41.7% | 7.9% | 10.1% | -4.9% | 26.9% |
| | Non Disadvantaged | 178 | 92.1% | 88.2% | 52.8% | 53.9% | | | | |
| 10 | All | 179 | 97.8% | 90.5% | 59.8% | 56.4% | | | | |
| | Disadvantaged | 22 | 90.9% | 90.9% | 40.9% | 40.9% | -7.8% | 25.8% | 0.5% | 21.5% |
| | Non Disadvantaged | 157 | 98.7% | 90.4% | 62.4% | 58.6% | | | | |

* includes only students with KS2 data

**National Gaps are based on 2014 GCSE results - English 18% & Mathematics 22%

Disadvantaged pupils have performed well in English over the last 3 years (an average of 80% making expected progress compared to 78% for non-disadvantaged pupils). In 2015, the result was 86% compared to 78% for non-disadvantaged pupils. Also, the last 3 years has seen a greater percentage of disadvantaged pupils making more than expected progress when compared to non-disadvantaged pupils – an average of 42% compared to 39% over the last 3 years. Similarly, the gap has closed for Best 8 Value Added in English over the last 3 years, with disadvantaged pupils now exceeding the value added of non-disadvantaged pupils for the last 2 years – 1002.4 in 2015 compared to 1001.0.

Disadvantaged pupils in Languages and Humanities have also produced positive value added scores compared to non-disadvantaged pupils. The 3 year value added score for languages is 1006.3 compared to 1005.6. In the same way, the 3 year value added score for Humanities is 1002.3 compared to 1002.

These results highlight the positive work that is taking place at the Anglo European School to provide disadvantaged pupils with the same opportunities as non-disadvantaged pupils. We anticipate that this gap will continue to close across the subject disciplines and where increasing numbers of disadvantaged pupils make greater than expected progress.



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| Item/Project | Objective/Strategies |
|--|--|
| Literacy and Numeracy Support | |
| Intensive Literacy Support & English Intervention Co-ordinator appointed Accelerated Reader Tutor Time Literacy Booklets BSKB On-line Literacy Word Wasp | To improve the progress for the least able (LPA) identified through reading and spelling testing in Year 7 |
| Numeracy support (TLR3) Numeracy booklets | Audit numeracy across the curriculum and produce resources to support staff. Introduce numeracy challenges to tutor time |
| Curriculum Development, supporting LPA students | |
| Introduction of vocational qualifications and alternative GCSE pathways for LPA students | See LPA action plan & Curriculum Review Outcomes |
| Skills Force: Supporting disengaged students to maximise progress in KS4 | 6 students to be supported in gaining BTEC qualifications one day a week and receive mentor support from the Skills Force team to ensure pupil progress at GCSE is maximised |
| Management & Accountability | |
| TLR 3 Project: Closing the Gap (from September 2013) | Accountability for allocation of finance in liaison with Business Manager, SENCO and DHT Management of the database and ensuring all students are identified effectively. Setting up a personalised study programme & accessing intervention for PP students predicted negative VA and progress measures. Ensuring resources are targeted effectively to maximise progress. Monitoring student progress (Attainment 8 Ma & En) Evaluating impact of intervention strategies with DHT. Improve parental liaison: identification, feedback, progress reports, CPD, impact of financial support. Liaison with middle and senior managers to ensure progress monitoring and intervention |
| Expansion of Study Club Provision (3 members of staff) | Increased hours for 3 members of staff given that over 80 students attending daily now. |
| Appointment of Student Achievement Manager | Support Project manager with Identification of and maintenance of eligible student database. Improve parental liaison: Support for parental applications. Marketing opportunities for support to parents. Provide well-targeted support to improve attendance, behaviour and links with families where these are barriers to learning. Ensure targeted support is sought and provided by extended services and external agencies. Monitoring of participation in enrichment activities and intervention. (period 7) Monitoring attendance |
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| Intervention | |
| Peer-to-peer Tutoring Mind the Gap staff mentoring Key Marginal Group LT mentors LSA intervention in class Department support allocated time. Study Club & subject clinics Toe-by-Toe Intensive Literacy BES Intervention Maths Concepts Lego Therapy/Club Paired Reading Lucid Memory Booster | Intensive support for identified groups |
| 121 Tuition (Ma & En) Increased & related admin support | To provide targeted support for students in danger of not making expected progress in English and Mathematics |
| CPD for Staff | |
| CPD for staff: Improving the quality of formative feedback and ensuring this leads to pupil progress. CPD for staff on differentiation for the less able. External Provider (keynote for training day) | To implement new formative feedback policy consistently across the curriculum to increase student levels of progress. 2014-15 focus on differentiation in the classroom. |
| CPD for teachers of PP students (use of data for intervention) | SEN TLG: 6 times a year. Using progress data to monitor impact of interventions and to track progress and identify dips in progress for key groups of students including PP, SEN and AMA. External courses & liaison with other schools. |
| CPD for LSAs - supporting PP students | Ensure LSAs are highly trained and understand their role in supporting PP students. |
| CPD for Governors: maximising use of PP funding to improve progress | Involve Governors in the allocation of funding, monitoring of impact and evaluation of outcomes for students. Presentation to curriculum committee. |
| To develop teachers' understanding of the Hattie model for formative feedback | Teachers understand what effective feedback, feedforward and feed-up looks like. Student engagement in assessment is increased to create a dialogue in books. Success criteria is used effectively Collaborative Learning Review led by Spanish Department |
| To develop strategies for differentiation for LPA & AMA students | To receive training on differentiation strategies for LPA students |
| Enrichment | |
| Enrichment Provision for AMA students through DDPs | To provide additional support for students' independent study, research and homework. Enrichment days for AMA. Resources for departments to stretch and challenge AMA. |
| Visits & Exchanges Support | To ensure Pupil Premium students participate fully in the life of an International Language College, including the international visits and |



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| | exchanges programme and entry to the International Sixth Form College. |
| Music Tuition for PP students | JGG to notify JMG of suitable candidates. |
| The Future Scholar Awards | To raise the aspirations of high achieving students who are from lower income backgrounds, entitled to Pupil Premium, those in care and those in disadvantaged circumstances who may not consider applying to university. |
| Bridge Arts Project | To promote opportunities for student to gain applause through performance or display of creative arts, building confidence, self-esteem and artistic skills. Development of Arts Hub network for school improvement. Improve quality of Dance provision working with Essex dance Teachers' Network. Partnership Investment with the Bridge Project Arts Award & Arts mark development Arts link or local libraries |
| Resources and Well-being | |
| ICT Support - Netbooks/Ipads for PP students without ICT access from home. | To provide laptops/internet access for students who need additional support in lessons. Study Club manager to track equipment requests and provide essentials where necessary including scientific calculators. |
| Learning credits for Basic Needs including revision Guides, day visits, Uniform, educational equipment, PE Kit, extra-curricular equipment and hygiene support. | To ensure full participation in sports and extra-curricular activities |
| Year 7 Locker hire | To improve organisation skills, and Year 7 PP students had free access to a locker this year |
| Healthy Eating: FSM After school provision Cashless catering implementation | To improve student engagement in lessons. To ensure that students are healthy and safe. |
| Emotional/Psychological Access to counsellors Extended services | To improve mental well-being of students. To decrease PA and exclusion rates |