

## 2019/20 Pupil Premium Report

Dated: 26/04/2020

Anglo European School	
Headteacher's Name	Jody Gee and David Barrs
School URN	137727

### Report Context and Introduction

The Anglo European School is a genuinely different comprehensive school. It has pioneered a distinctive approach to education based on breadth of study, the importance of studying languages, a deeply embedded international dimension which includes an extensive visits and exchanges programme, Citizenship education and the mission of the International Baccalaureate. We firmly believe that disadvantage should never be a barrier to achievement and have high aspirations for all disadvantaged learners.

Anglo European School: disadvantaged students 8.97%

Disadvantaged students: 130

Non-disadvantaged students: 1320

The proportion of pupils from disadvantaged backgrounds is low compared with the national figure.


"Attainment and progress in modern foreign languages are particularly impressive. All pupils studied at least one foreign language with 96% sitting at least one GCSE and 80% of them achieving an A\*-C grade. This represented progress of between half a grade and a full grade more than average for disadvantaged and non-disadvantaged pupils." Ofsted, March 2017.

"The pupils' progress across a broad range of subjects by the end of key stage 4 has improved each year since the previous inspection in 2013; by 2016 it was above average. This is the case for disadvantaged pupils and their more affluent peers. Progress in the EBacc subjects is particularly impressive, as pupils gain at least half a grade more than average regardless of their socio-economic backgrounds."

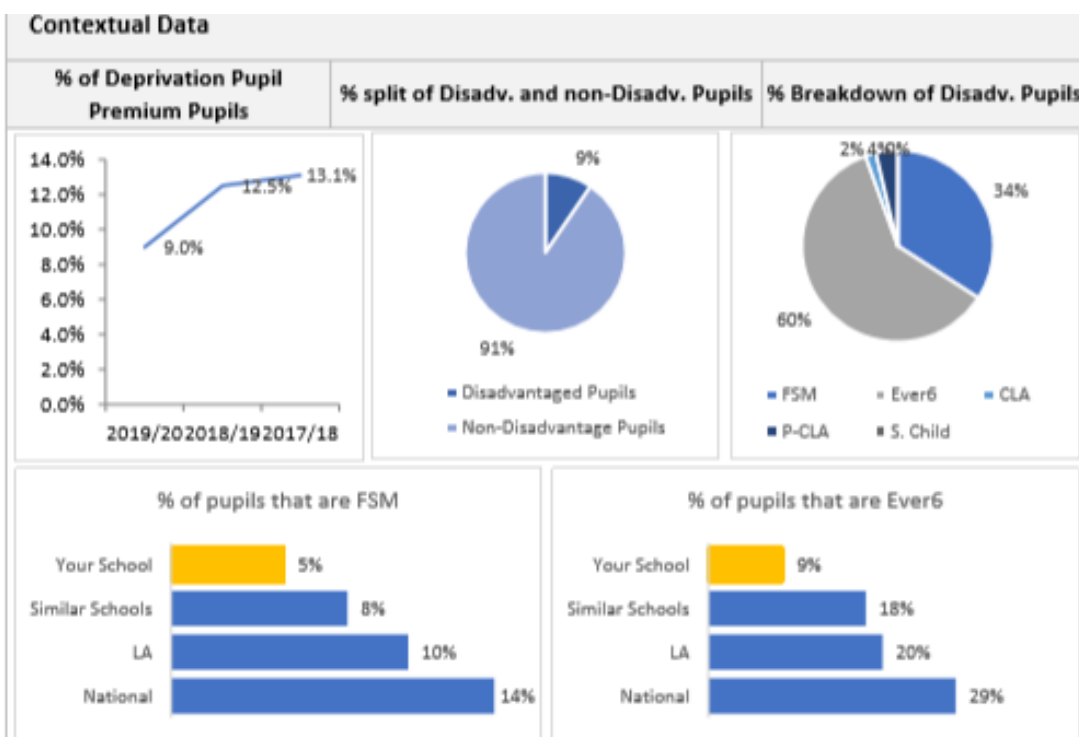
"Governors and trustees have ensured that the school uses effectively the extra funding it receives to promote the progress of disadvantaged pupils and those who join the school with lower levels of literacy and numeracy. A mix of extra provision, including one-to-one and small-group tuition, use of specific reading books, study support and summer schools in Mandarin, contributes to the year-on-year success in raising the attainment of disadvantaged pupils." Ofsted, March 2017.

## Pupil Premium Report April 2020

2019/20 Key Information				
Pupil Premium Coordinator	Mrs Ruth Wootton Plus TBC	Date of last Pupil Premium Review	27/03/2019	
Pupil Premium Link Governor	Mrs Nicola Maher	Date of next Pupil Premium Strategy Review	01/06/2020	
Is the Pupil Premium Statement on the School Website	Yes	Date of when the website was last updated	30/04/2020	
Pupil Premium Summary		Current Pupils	Funding based on	Difference
Number of Ever6 Pupils		121	130	9
% of cohort and FSM level		8.3% LOW	9.0% LOW	0.7%

 <b>Current Position By Year Group</b> <span style="float: right;">As at <input type="text"/> enter date</span>								
	Number on Roll	FSM Pupils	Ever6 Pupils	CLA Pupils	Post CLA Pupils	Service Children	Total Disadvantage	Total % Disadvantage
Year 7	234	12	24	0	0	0	24	10.3%
Year 8	229	18	27	0	1	0	28	12.2%
Year 9	223	6	13	0	0	0	13	5.8%
Year 10	235	13	21	2	2	0	25	10.6%
Year 11	218	7	14	1	3	0	18	8.3%
<b>TOTAL</b>	<b>1139</b>	<b>56</b>	<b>99</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>108</b>	<b>9.5%</b>

*1 Disadv. pupil is equivalent to 0.1%*



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### Historic Pupil Premium Funding Data (Deprivation element)

Year	Pupils eligible for the Pupil Premium	Eligible Pupils as a % of the cohort	Total Funding
2019/20	130	9.0%	£ 115,005.00
2018/19	138	12.5%	£ 129,030.00
2017/18	141	13.1%	£ 131,835.00



### 2019/20 and 2018/19 Identified Barriers to Learning

2019/20			2018/19		
0	Internal	4	0	Internal	4
	External	2		External	2
	Not Specified	0		Not Specified	0

### Summary of Barriers to Learning

<b>A</b>	Low levels of Literacy, numeracy and reading engagement
<b>B</b>	Cultural capital deficiencies
<b>C</b>	Low aspirations
<b>D</b>	A difference in attendance and punctuality of disadvantaged students compared to peers
<b>E</b>	Well-being and Mental Health
<b>F</b>	Vulnerability to exploitation

## Pupil Premium Report April 2020

KS4 Outcomes Trends, Forecasts and Targets		The gap is not expected to narrow between 2019 & 2020 <span style="color: orange;">⚠</span>					
		The gap is expected to narrow between 2019 & 2020 <span style="color: green;">✔</span>					
KS4 - Reading, Writing and Maths		2017 Results	2018 Results	2019 Results	2020 Target	2020 On Track	2020 Forecast
Progress 8 Score	Disadv.	0.16	-0.28	-0.31	0.83	0.0%	-0.12
	Non-Dis	0.00	-0.07	0.11	1.07	0.0%	0.45
	<b>Gap</b>	<b>0.16</b>	<b>0.21</b>	<b>0.42</b>	<b>0.24</b>	<b>0.0%</b>	<span style="color: orange;">⚠</span> <b>0.57</b>
Attainment 8 Score	Disadv.	49.80	44.40	25.00	58.48	0.0%	50.20
	Non-Dis	0.00	53.60	-0.44	61.90	0.0%	51.60
	<b>Gap</b>	<b>49.80</b>	<b>9.20</b>	<b>25.44</b>	<b>3.42</b>	<b>0.0%</b>	<span style="color: green;">✔</span> <b>1.40</b>
% of Pupils Entering the EBacc	Disadv.	0.0%	61.0%	7.0%	0.0%	0.0%	76.2%
	Non-Dis	0.0%	75.0%	82.0%	0.0%	0.0%	81.7%
	<b>Gap</b>	<b>0.0%</b>	<b>14.0%</b>	<b>75.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<span style="color: green;">✔</span> <b>5.5%</b>
EBacc Average Point Score	Disadv.	0.00	0.00	5.44	0.00	568.0%	5.10
	Non-Dis	0.00	0.00	2.59	5.94	0.0%	5.30
	<b>Gap</b>	<b>0.00</b>	<b>0.00</b>	<b>2.85</b>	<b>5.94</b>	<b>568.0%</b>	<span style="color: green;">✔</span> <b>0.20</b>
% achieving Grade 5 or above in English & Maths GCSEs	Disadv.	0.0%	0.0%	38.0%	76.2%	0.0%	57.1%
	Non-Dis	0.0%	0.0%	65.0%	83.8%	0.0%	60.9%
	<b>Gap</b>	<b>0.0%</b>	<b>0.0%</b>	<b>27.0%</b>	<b>7.6%</b>	<b>0.0%</b>	<span style="color: green;">✔</span> <b>3.8%</b>
Staying in Education or entering Employment	Disadv.	95.0%	100.0%	0.0%	0.0%	0.0%	0.0%
	Non-Dis	96.0%	96.0%	0.0%	0.0%	0.0%	0.0%
	<b>Gap</b>	<b>1.0%</b>	<b>4.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<span style="color: orange;">⚠</span> <b>0.0%</b>

### 2019/20 Key Headlines and Actions

Our Pupil Premium spending plan focuses on overcoming key barriers to learning. Staffing and resources are directed towards raising attainment and sustaining progress. Our spending plan includes interventions to support academic achievement and emotional well-being as well as raising aspirations and challenging cultural capital deficiencies. We continue invest time and resources in improving literacy and reading. We recognise the need for mental health and well-being support and continue to commission a counselling service to provide support where required. We continue to support disadvantaged pupils so that they can access the same opportunities and resources as their non-disadvantaged peers. Our actions for the year ahead are to develop and grow current good practice, particularly with the appointment of a Pupil Premium Coordinator, in order to further support our disadvantaged pupils.