

Cockshut Hill School - Pupil premium strategy statement:

1. Summary information					
School	Cockshut Hill School				
Academic Year	2018/2019	Total PP budget	£570,000	Date of most recent PP Review	Oct 2018
Total number of pupils	1103	Number of pupils eligible for PP	623	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.95	0
Attainment 8 score average	29.14	44.3

3. In-school barriers to future attainment (for pupils eligible for PP including high ability)	
A.	PP students on entry to Cockshut Hill School (either through transition from year 6/7 or mid term transfer) have lower numeracy and significantly lower literacy skills (particularly in reading) than their non PP peers
B.	PP student's progress in Basics measures is lower than non-PP students within the school and nationally.
C.	Overall progress of PP (including HA) students is significantly lower than both PP students within the school and nationally.
External barriers	
A.	PP students at Cockshut Hill School have lower attendance and a high rate of PA than non-PP students.
B.	PP students' outside school circumstances have a greater impact upon their emotional and mental health compared with their non-PP peers.
C.	PP student's incidents of social welfare, safeguarding and child protection referral are significantly greater than their non-PP peers.
D.	PP students carry a greater number of FTE and repeat FTE incidents as well as a greater number of outside school criminal incidents than their non-PP peers.
E.	PP students often do not take part in beyond school opportunities if unsupported costs are involved. PP students do not take up extra curricula opportunities at the same rate as their non-PP peers.

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy and numeracy for KS3 students eligible for PP.	Students eligible for PP make more progress by the end of the year so that at least 50% hit challenging targets of FFT 20 and 100% make expected progress. This will be evidenced using accelerated reader assessments and English / Maths assessment data in December, April and June.
B.	Improved rates of progress across KS3/4 for high attaining students eligible for PP.	PP Students identified as HAP make as much progress as 'other' HAP students across Ebacc subjects. So that 85% or above are on track to meet FFT 20 targets by the end of KS4. Where they are not departments are putting in wave 1 interventions (Quality First Teaching), monitored by Subject Leaders and the Senior Team.
C.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to at least 12% (national) and increase attendance to at least 94.5%.

5. Planned expenditure.

Academic year

2018/2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. High levels of progress in literacy and numeracy for KS3/4 students eligible for PP.	A formal timetabled literacy lesson in KS3. Implementation of Accelerated Reader and subsequent CPD. Specific intervention for SEND students.	Accelerated Reader was shown to have a positive impact in an independent evaluation. EEF indicate reading intervention programmes can add 8+ months progress.	Literacy Lead appointed to oversee resources and scheme development with the librarian KS3 leads and SENCO. The package will provide reports on impact.	Literacy Leaders SENCO	January 19
A. High levels of progress in literacy and numeracy for KS3/4 students eligible for PP.	CPD on subject knowledge for Maths teachers. Hegarty maths club after school for year 9 and 8.	We want to offer bespoke Maths CPD to offer high quality teaching to all pupils to drive progress in Maths. Allow for further progress for specific groups of students.	Trust Maths lead to conduct Quality reviews and Learning walks.	Head of Maths AP Curriculum	December 18

B Improved rates of progress across KS3 for high attaining students eligible for PP.	School led personalised CPD for all staff on Differentiation.	The Teacher Development Trust research indicated a combination of CPD on pedagogical knowledge subject knowledge and peer support are effective.	Use of Lead Practitioners to drive CPD sessions. Use of external experts to present on school priorities. Appraisal Observations. T&L Review weeks. Differentiation focus from external agency reviews.	VP Provision AP T&L	Fortnightly meetings held to review CPD delivery each week. Feedback from T&L review weeks termly at SLT
B Improved rates of progress across KS3 for high attaining students eligible for PP.	Out of school learning provision. Knowledge Organisers and Exam Preparation activities schedule produced and followed.	EEF indicates homework adds 5+ months progress. Meta cognition and self-regulation add 7+.	Tutors to record completion. HoD to ensure study checks are taking place. AL to track PP completion fortnightly.	AP student performance and Achievement Leaders	Fortnightly
Total budgeted cost					£215,292

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved rates of progress across KS3/4 for high attaining students eligible for PP.	Small tutor groups in year 11 streamlined to ensure HAPs make progress in Basics. Targeted intervention with HAPs across all year groups in basics (critical cohorts).		Fortnightly meetings between AP assessment and Achievement Leaders. Production of the Year group improvement plan (YIP).	VP achievement SENDCO Ach team	Half termly and On-going
Improved rates of progress across KS3/4 for high attaining students eligible for PP.	Pupil Premium Information Dashboard (PPID). Critical cohorts identified in all year groups to achieve basics targets. Information on aspirations and barriers used to promote progress. CEIAG opportunities to be tailored to individual students (particularly HAP PP).	Targeted interventions have a history of rapid acceleration of progress.	Subject leads/SENDCO monitoring and assessment. Achievement team impact analysis. Careers Leaders to provide termly updates to Leadership team and target students who have accessed the opportunities.	SENDCO Ach team MT	Half termly and assessment points

B Improved rates of progress across KS3 for high attaining students eligible for PP.	Librarian and Learning Pad. To provide a hub for reading. A space for students to use, before and after school as well as break times.	To ensure PP students have access to a quiet learning space.	Usage figures	VP provision AP T&L	Termly report
Improved rates of progress across KS3/4 for high attaining students eligible for PP.	Revision guides purchased for PP students and Maths software.	Ensure all students have access to revision materials on line and hard copies. Attendance to extra classes after school.	PP progress and intervention role HoD Eng / Ma	Yr 11 AL AP Assessment	Half termly intervention tracker and data drop points.
Total budgeted cost					£215,161
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High levels of progress in literacy and numeracy for KS3/4 students eligible for PP.	School rewards system SOAR – students will be awarded green stamps for following the ‘top ten’ in lessons and attending school.	To reward students who are aspiring to SOAR.	School Website SOAR page informs all stakeholders of the current SOAR position. Weekly QA of form tutors by HOH/DB. Weekly check of SOAR points being uploaded by FT.	DB	Termly
Increased attendance rates for students eligible for PP.	Banded interventions across all CLT and Achievement teams. Significantly poor attendance linked to the behaviour and welfare teams. Employment of external agency support. Effective spotlight processes. Attendance a weekly report to all staff.	Positive actions promote positive outcomes. External agencies are better placed to perform legal duties. Whole school approach/accountability is more effective than a within team approach.	Trust wide review. School based review. Action plans from both of the above. Impact analysis of external agencies. Weekly attendance meetings.	VP support Attendance manager	November 2018 February 2019 July 2019 Weekly staff data updates and interventions
Increased attendance rates for students eligible for PP.	Employment of a school counsellor.	Social and emotional difficulties prevent regular attendance.	Termly impact reports.	BS	December 2018 March 2019 June 2019

A five year plan of costed cultural literacy opportunities is developed and presented to parents and students with available funding streams made available to support PP student uptake.	Strategic 5 year plan monitored across all departments ensuring development of cultural literacy within each context. Costed plan advertised to parents/students at the start of their school career. Funding streams budgeted over 5 years to support PP student uptake. VCA to monitor student uptake and feedback to SLT.	PP student uptake in this area is greater when funding support makes the opportunity financial viable. Monitoring and assessment of uptake informs future strategic and financial decisions.	VCA to oversee the 5 year programme. VCA to audit the CL programme and ensure a broad breadth of experience is on offer. VCA to feedback uptake at CLT level. VP support and principal to ensure funding support is allocated across the programme.	VCA VP support Principal	CLT feedback of uptake half termly.
High levels of progress in literacy and numeracy for KS3/4 students eligible for PP.	Use of visualisers in English and Maths classrooms.	EEF indicates feedback can improve progress by 8+ months.	Staff training will be provided on good practice. QA assurance activities.	AP Curriculum/provision	January 19
Total budgeted cost					£140,304

2. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £190,131
PP students see their levels of literacy (in particular reading) and numeracy brought in line with at least their chronological age.	School wide literacy/numeracy programme (See literacy and numeracy action planning) delivered through both curriculum time (provision department) and non-curriculum time (achievement department). Utilisation of external Speech and language support providing both target support to students and teacher tool kits for in class interventions.	Mixed -There have been improvements in reading ages for some PP across all year groups for 38 students. Yr 8 -15 students, yr 9- 11 students, yr 10- 7 students, yr 11- 5 students. Mixed – low: This is an important provision and impact can be seen in confidence of students within lessons. Impact has been seen in learning walks conducted by SENCO.	This will continue with added capacity and rigour. Appointment of a literacy Co-ordinator to oversee the provision. The testing methods need to be consistent with clear action to measure impact. Accelerated Reader has been purchased and an additional lesson dedicated to literacy has been timetabled for KS3. This will continue but not as part of the PP strategy.	

	<p>Strategic t T&L CPD programme delivered to all staff on a weekly basis through peer-to-peer medium overseen by AP T&L and VP curriculum.</p> <p>Enhanced in classroom digital resources with T&L CPD of its use (Ipad and Samsung training).</p> <p>Rigorous department data analysis to support PP student progress. Educational literacy.</p>	<p>Medium to mixed: T&L has impacted on outcomes for PP. (See internal data). External reviews have commented on the improvement in the provision for all. P8 for PP has improved from -1.23 to -0.95 in yr 11 outcomes.</p> <p>Low – hard to quantify the impact of digital resources.</p> <p>Mixed – RAM documentation and analysis at all levels have taken place documenting actions being taken to improve outcomes, there have been higher levels of progress within some areas. (see internal data).</p>	<p>This will continue with added rigour. There will be a specific focus on improving Higher ability outcomes.</p> <p>This will not continue.</p> <p>This will continue and be part of department improvement plans and inform critical cohorts.</p>	
PP students' rates of progress are increased to ensure their attainment levels are in line with their non-PP peers.	<p>Improved staff subject knowledge and pedagogy. Effective differentiation. Broader teacher tool kits.</p> <p>Rady targeting strategy across key stage 3.</p>	<p>Medium – staff have attended various CPD courses ready for new GCSE specs, we have seen an improvement in rates of progress in KS3 and 4, however we still need to move closer to national average.</p> <p>Low – This has been replaced with FFT target setting.</p>	<p>This will continue, in particular for Maths. Differentiation training will be developed with Lead Practitioners. A key focus will be challenge.</p> <p>This will not continue.</p>	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £224,871
PP students see their levels of literacy (in particular reading) and numeracy brought in line with at least their chronological age.	<p>Early identification of need through KS2 outcomes and base line testing. Small group targeted interventions (accelerated reader, Hodder reading, units of sound) External agency (speech and language support).</p>	<p>Medium – the majority of SEND students identified who received the small group tuition made progress in reading ages. YR 7 14 students improved, yr 8 – 10, yr 9-10, yt 10 – 6 and yr 11 – 9.</p>	<p>Although improvements were made to the reading ages. Further support needs to continue to take place to ensure RA are closer to chronological ages. This will continue.</p>	

PP students' rates of progress are increased to ensure their attainment levels are in line with their non-PP peers.	Use of targeted catch up interventions. Achievement Leader focus group interventions aimed at the students with then greatest residuals.	Low – although there was attendance at the sessions, it was difficult to track the impact as outcomes are not close to national.	Interventions were not tracked methodically and related back to impact. We will continue with this approach and have appointed a TLR holder to track interventions and measure impact.																	
iii. Other approaches																				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £131,561																
Attendance of PP students falls in line with the trust target of 97%.	Attendance linked to the rewards policy. Banded interventions across all CLT and Achievement teams Significantly poor attendance linked to the behaviour and welfare teams. Internal attendance review outcomes (see review) Trust wide attendance review outcomes (see review) Employment of external agency support. Effective spotlight processes. Attendance a weekly report to all staff.	Mixed: There have been improvements in attendance for some students through the actions. However attendance still needs to remain a focus to ensure PP are at least in line with national.	Realignment of the behaviour team to support year group attendance. EWO employed for two days a week to add capacity.																	
A five year plan of costed cultural literacy opportunities is developed and presented to parents and students with available funding streams made available to support PP student uptake	Strategic 5 year plan created across all departments ensuring development of cultural literacy within each context. Costed plan advertised to parents/students at the start of their school career. Funding streams budgeted over 5 years to support PP student uptake. VCA to monitor student uptake and feedback to SLT.	High: See KS3 uptake <table border="1"> <tr> <td colspan="2">Yr 7</td> </tr> <tr> <td>Beaudesert</td> <td>Symphony Hall</td> </tr> <tr> <td>106</td> <td>98</td> </tr> <tr> <td colspan="2">yr 8</td> </tr> <tr> <td>Bham City Centre</td> <td>Weston Super Mare</td> </tr> <tr> <td>112</td> <td>95</td> </tr> <tr> <td colspan="2">Yr 9</td> </tr> <tr> <td>Space Centre</td> <td>University Visit</td> </tr> </table>	Yr 7		Beaudesert	Symphony Hall	106	98	yr 8		Bham City Centre	Weston Super Mare	112	95	Yr 9		Space Centre	University Visit	This strategy will continue to ensure there is funding for PP students to attend cultural capital activities.	
Yr 7																				
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Embed resilience and wellbeing programmes into the curriculum and as standalone intervention programmes as core offers to support PP students suffering adverse effects of mental health as a result of welfare circumstances.	Newstart programme – see Newstart action plan PHSE/SMSC programme – See PHSE/SMSC action plan	Mixed. Newstart programme action plan was put into place in conjunction with the BEP partnership. Impact of the programme has been difficult to measure due to the nature of the issues dealt with within it. Staff training (Student Welfare) has been implemented through a 12 week programme of CPD aimed at identification and intervention within this arena. However as there is no control group it is difficult to say whether, in hard data terms, this has had a positive impact on identification of mental health need. However where need has been identified, intervention have had a positive impact on the attendance of students in this bracket.		These strategies will continue but not as part of the PP strategy.	
Reduce FTE, repeat FTE and criminal occurrences of PP students such that they are at least in line with occurrences of non-PP students.	Evolution of BFL/pastoral systems Pivotal strategies CPD to all staff Use of external agency support (BSS, PSS) Information sharing across the Yardley police panel. Embedded links and integrated services between behaviour management team, student welfare team, attendance team and SEND department. School pupil referral panel to direct resource/intervention effectively.	PP FTE rates have seen a 17% fall in instances of aggressive behaviour. In addition overall repeat offences have fallen by 20% for students who have gained more than 2 FTE and fallen by over 18% for students who have gained 3 or more. PP Criminal offences in the community has fallen by 27% and repeat offences have fallen by 41% on the previous year.		These strategies will continue into the following academic year.	