

Cottingham High School Pupil Premium Strategy statement 2018 - 19

1. Summary information					
Academic Year	2018-19	Total PP budget	£189,161	Date of most recent PP Review	2018
Total number of pupils	807	Number of pupils eligible for PP	221 (28%)	Date for next internal review of this strategy	2019
2. Current attainment					
	Pupils eligible for PP			Improvement on last year	
	2015-16	2016-17	2017-18		
% achieving 9-4 (A* - C) in both English & Maths	48%	51%	46%	↓ 5%	
Progress 8 score average	-0.26	-0.17	-0.37	↓0.20	
Attainment 8 score average	46.3	41.2	37.35	<i>Not comparable new points scores</i>	
% achieving standard pass in the Ebacc	14.8%	15.1%	23%	↑ 7.9%	
Progress8 English	-0.26	-0.38	-0.32	↑ 0.06	
Progress8 Maths	-0.75	-0.38	-0.60	↓0.24	
Progress8 Ebacc slots	-0.75	-0.39	-0.32	↑ 0.07	
Progress8 Open slots	+0.56	+0.38	-0.31	↓0.69	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Literacy and Numeracy skills for disadvantaged students				
B.	Progress by the end of Key Stage 4				
C.	Aspirations and Attitude to Learning				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance of disadvantaged students and engagement with families				

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria –
A.	Improve literacy and numeracy skills for disadvantaged students	Disadvantaged students receive support and interventions to ensure their literacy and numeracy levels are meeting expected standards; and 'high starters' are in some cases exceeding expected standards. Where literacy or numeracy intervention is required, disadvantaged students receive high quality, impactful intervention to make accelerated progress. 100% of students who take part in Lexonik will make accelerated progress in their reading age. 65% of students in Key Stage 4 achieve a grade 4 or better in either English Language or Literature and Maths
B.	Improve the progress of disadvantaged students at Key Stage 4 to further close the gap between disadvantaged and non-disadvantaged students. Current disadvantaged students continue to improve strongly so progress from starting point is in line with other disadvantaged students nationally.	Disadvantaged students make progress which is closing the gap on non-disadvantaged students at Key Stage 4. SMART target is to reduce the gap to -0.5 (previous -0.80) or better. Where students are identified as underachieving (or at risk of) then Wave 1 and 2 interventions show clear impact. Improved P8 score of disadvantaged students by 0.15. Increasing proportions of disadvantaged students have a positive progress score.
C.	Strategic use of both Pastoral and Teaching interventions are raising the aspirations of those students from a disadvantaged background. The 'Attitude to Learning' of disadvantaged students is the same as non-disadvantaged students	The development of having a good 'Attitude to Learning' across school and the links with raising aspirations have a positive effect on disadvantaged student. For each year group, the average ATL grade for disadvantaged students will be 2.0 or better.

		The school will increase parental participation of disadvantaged families at events such as Parent's evening and information evenings
D.	Increased attendance rates for disadvantaged students, especially those classified as a persistent absentee (PA). The school meet their target for disadvantaged attendance of 93.5%	Reduce the number of persistent absentees (PA) among disadvantaged students by 4%. Continue to increase overall attendance of disadvantaged students (last 3 years 92.7%, 92.5% and 93.0%).

5. Planned expenditure					
Academic year		2018-19			
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/diminishing the difference					
Desired outcome	Chosen action / approaches	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> Increase the progress of disadvantaged students in Maths by the end of Key Stage 4 	<ul style="list-style-type: none"> Tutor time intervention with 11DHA 6th form peer tutoring after school Mixed foundation tier maths groups Targeted disadvantaged students attend half term sessions Disadvantaged students to attend compulsory P6 sessions. 	<ul style="list-style-type: none"> Evidence suggests that small amounts of recall each day improve outcomes Peer tutoring has positive impact on pupil's engagement and outcomes (EEF Guidance on improving outcomes in mathematics) Rationale for the mixed ability foundation groups based around positive impact from higher ability role models Small group interventions impact positively on outcomes, evidence from EEF suggests 	<ul style="list-style-type: none"> Delivered by the AIL and Affiliate AIL for maths A level Mathematicians to deliver personalised outcomes, sessions are overseen by the Deputy Head of Maths Entry and exit tests to show evidence of impact from extended learning sessions. Outcomes from PPEs are monitored closely. 	<ul style="list-style-type: none"> NCA HWE RST 	<ul style="list-style-type: none"> Attainment reviewed after every data collection and areas for development tracked through the use of PLCs
Total budgeted cost					£30,000
ii. Targeted support					
Desired outcome	Chosen action / approaches	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<ul style="list-style-type: none"> • Key Stage 3 Literacy • Key Stage 3 Numeracy 	<ul style="list-style-type: none"> • Wave 2 interventions which include tutor time intervention and small group additional literacy and numeracy 	<ul style="list-style-type: none"> • Lexonic provides students with a number of strategies to implement skills such as literacy and Meta cognition. Evidence shows accelerated progress in literacy skills • Year 7 Catch up allows accelerated progress for students to become 'secondary ready' • Pupil Premium Champions will develop strategic intervention provisions for students in Key Stage 3 • Oral language interventions can have an impact on progress +5 months and phonics by +4 months based on research evidence from the EEF 	<ul style="list-style-type: none"> • Lexonic lead teacher to provide relevant staff training and target specific cohorts of students. Sound training impact reviewed at regular intervals • Year 7 Catch up progress to be assessed every 6 weeks • Disadvantaged Champions to provide regular progress checks for Literacy and Numeracy in Key Stage 3 	<ul style="list-style-type: none"> • Disadvantaged Champion's 	<ul style="list-style-type: none"> • Cohort reviewed every 6 weeks
<ul style="list-style-type: none"> • To increase Pastoral support and raise 'Attitude to Learning' of disadvantaged students in Year 11 	<ul style="list-style-type: none"> • To support Year 11 and their families on a daily basis to raise ATL and aspirations • Bespoke intervention and mentoring programmes for Year 11 students 	<ul style="list-style-type: none"> • Extended learning sessions were well attended and successful last year. Rewards linked to the Prom have proved in the past to be a high incentive for attendance at sessions out of school hours. • Period 6 in the build up to PPE and external exams • Evidence from the EEF suggests academic mentoring can improve progress by 3 months • Evidence from the EEF suggests extending school time can improve progress by +2 months 	<ul style="list-style-type: none"> • Attendance is regularly monitored at extended learning sessions. The structure and format are reviewed half termly by the RST and adapted to needs of cohort. • RST and Lead Practitioners review and implement interventions after each data collection. 	<ul style="list-style-type: none"> • RST • AIL's • SLT • Disadvantaged Champion • Academic Mentors 	<ul style="list-style-type: none"> • RST review strategies on a weekly basis. Year 11 progress reviewed by AILs/TLLs at data collection points, in line management meetings and in Area meetings
Total budgeted cost					£70,000

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?
<ul style="list-style-type: none"> Raise the aspirations of Disadvantaged 'high starters' 	<ul style="list-style-type: none"> Targeted events and workshops based on raising aspirations both now and post 16 Monitoring and evaluation of progress of high starter students at each data collection 	<ul style="list-style-type: none"> We are eager to raise the aspirations of disadvantaged students who have high starting points in order for them to fulfil their full potential 	<ul style="list-style-type: none"> Monitoring and evaluation of teaching and learning to ensure 'high starters' are being catered for in lessons and that they are appropriately challenged Student feedback from IAG events to ensure needs are being met 	<ul style="list-style-type: none"> RST SIR 	<ul style="list-style-type: none"> Termly review
<ul style="list-style-type: none"> Develop Parental Engagement 	<ul style="list-style-type: none"> Parental engagement strategies for disadvantaged families 	<ul style="list-style-type: none"> Students are better supported in their learning where communication between school and families is regular, consistent and collaborative 	<ul style="list-style-type: none"> Out of school events will be regularly offered and their impact evaluated through student attendance, attitude to learning and progress Regular feedback from parents will be evaluated The school will apply various practical strategies to remove barriers to attendance at events 	<ul style="list-style-type: none"> Disadvantaged Champion 	<ul style="list-style-type: none"> Termly review
<ul style="list-style-type: none"> Increase the attendance of disadvantaged students and reduce numbers of those deemed to be persistent absentees 	<ul style="list-style-type: none"> Early interventions for targeted students Fortnightly attendance meetings Strategic use of staff to improve parental engagement 	<ul style="list-style-type: none"> Attendance rates are strongly linked to achievement and attainment. In order for disadvantaged students to access all the opportunities in education they must be in school and attending lessons 	<ul style="list-style-type: none"> Attendance rates are monitored on a daily basis. Phone calls and home visits are made to the families of absent students and pastoral care and support is put in place and reviewed whenever necessary Use of action plans and 'fast track' governor panels to 	<ul style="list-style-type: none"> PGR Pastoral team Attendance Officer 	<ul style="list-style-type: none"> Reviewed daily, weekly and half termly

	<ul style="list-style-type: none"> • Use of school mini bus to provide transport where necessary 		ensure strategic interventions are in place for those who require support		
<ul style="list-style-type: none"> • Reduce the number of disadvantaged students who receive fixed term exclusions 	<ul style="list-style-type: none"> • Use of internal behaviour provision • SMASH • Pastoral support/staffing • Fortnightly behaviour meetings • Parental engagement • Managed Move provision 	<ul style="list-style-type: none"> • Behaviour interventions have an average impact on a student of + 4 months and social and emotional learning by +4 months based on evidence from EEF • Student absences from lesson and learning have a significant impact on progress • 'Positive Discipline' across the whole school has a positive impact on the atmosphere around the school and creates and sustains a purposeful learning environment 	<ul style="list-style-type: none"> • Extended tutor provision for Positive Discipline. Behaviour and achievement points are collected and monitored on a weekly basis by LT, Heads of Year and form tutors. • Weekly meetings regarding students' behaviour take place involving members from the LT and the pastoral team • Regular monitoring of behaviour for learning across school 	<ul style="list-style-type: none"> • PGR/JRo • SLT/AIL • Pastoral Team • Governing Body 	<ul style="list-style-type: none"> • Reviewed weekly and half termly
Total budgeted cost					£89,000

6. Review of expenditure				
Previous Academic Year: 2017-18		£189,161		
i. Quality of teaching for all				
Desired outcome	Chosen action / approaches	Estimated impact	Lessons learned	Cost
<ul style="list-style-type: none"> Ensure disadvantaged students make a smooth transition into Cottingham High School and both pastoral and academic needs are met 	<ul style="list-style-type: none"> Doddle Nurture Provision Homework support Pastoral interventions Strategic staffing 	<ul style="list-style-type: none"> Doddle shows that the progress of disadvantaged students is in-line with those of similar starting points who are non-disadvantaged Targeted homework support groups showed an 19% reduction in written warnings for homework The average Attitude to Learning grades for disadvantaged students were in-line with peers across all year groups. Disadvantaged students showed an average increase of 0.1 after each collection Nurture students successfully accessed mainstream lessons. By term 3 all nurture students were accessing at least 75% of their lessons. Where attendance was above 93%, all nurture students make accelerated progress in reading and spelling age-related assessments 	<ul style="list-style-type: none"> <i>Although Doddle highlights skill-based progress it did not always allow for data-driven evaluations or monitoring. The school will look to develop new monitoring systems to further measure progress of individual students</i> <i>Homework support had a significant impact on the competition of homework tasks. The school will look to further develop provisions for homework support and resources for disadvantaged students</i> <i>The ALPHA provision will continue to support Key Stage 3 students in English, Maths and Science as well as a social skills group</i> <i>Key Stage 3 students will continue to be prioritised for the SMASH program to support their emotional health and well being</i> 	£60,000

ii. Targeted support				
Desired outcome	Chosen action / approaches	Estimated impact	Lessons learned	Cost
<ul style="list-style-type: none"> Improve progress in Maths at Key Stage 4 	<ul style="list-style-type: none"> PiXL Conferences (staff and students) Strategic staffing Internal student conferences Dedicated information evenings Revision and catch up sessions (Period 6 and Easter and May revision schools) 	<ul style="list-style-type: none"> 90% of students who attended the PiXL student conference achieved grade 4+ 65% of the disadvantaged students attending P6 and Easter and May revision sessions improved their GCSE scores from the previous PPE. Parent attendance at information evenings increased to 65% from 57% 	<ul style="list-style-type: none"> <i>Easter conference was well received, however attendance for all 3 days needs to be guaranteed.</i> <i>PiXL student conference was excellent but need to ensure that the correct cohort is identified to go</i> <i>Information evenings were well received but possibly need to be earlier in the year and to include more information on how parents can help students to revise.</i> <i>Parental engagement events for GCSE exam techniques need to start in year 10</i> 	£40,000

<ul style="list-style-type: none"> • Improve literacy levels of disadvantaged students 	<ul style="list-style-type: none"> • Lexonik • Wave 2 interventions • Year 7 Catch Up (literacy and numeracy) 	<ul style="list-style-type: none"> • 100% of students identified for Year 7 catch up made accelerated progress towards age-related expectations • Through Lexonik training students made an average of 24.5 months' progress • The Year 7 Literacy group made an average of 5+ months progress in reading age over one term • The Year 7 Numeracy group made accelerated progress. 78% of the cohort made more than a 20% improvement when re-assessed on key skills 	<p><i>Literacy interventions such as Lexonik have been a valuable tool in allowing disadvantage students to make accelerated progress</i></p>	<p>£40,000</p>
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iii. Other approaches

Desired outcome	Chosen action / approaches	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
<ul style="list-style-type: none"> • Diminishing the gap in progress between disadvantaged and non-disadvantaged in year 11 	<ul style="list-style-type: none"> • Extended Learning Sessions • PIPs • 'Passport to the prom' • SLT monitoring and evaluation • RST meetings • Lead Practitioner posts • Use of HLTAs • Mentoring of key students 	<ul style="list-style-type: none"> • Disadvantaged students voluntarily chose to study independently in the library and built informal study groups to help them. • 97% of pupils, by the end of year 11, were eligible for the prom based on ATL • There was increased awareness of strategies across departments with staff working together to encourage students • HLTAs proved to be useful in increasing engagement with afterhours study sessions • Gold and silver mentoring had positive impact on 	<ul style="list-style-type: none"> • <i>Ensure there is a suitable working environment provided for students who wish to work in groups after school</i> • <i>Use the HLTAs to greater extent to engage pupils in their studies</i> • <i>Develop the mentoring system to incorporate assertive academic mentoring and a more pastoral mentoring approach</i> 	<p>£19,000</p>

<ul style="list-style-type: none"> Increased attendance of disadvantaged students 	<ul style="list-style-type: none"> Attendance Officer working in collaboration with Ever 6 Achievement Mentor to closely monitor attendance of disadvantaged students and implement interventions when necessary Use of provision within school to reduce persistent absenteeism 	<ul style="list-style-type: none"> Disadvantaged attendance the highest it has been over a 3-year trend (93%) Attendance has improved by 0.7% from last year Above national average for disadvantaged by 0.8% Disadvantaged PA has reduced to 16.5% from 24.6% the previous year. A significant improvement of 8.1% 	<p><i>Investment in resources to promote the improvements in attendance had significant positive impact. The school will continue to invest in attendance and recognises the high importance it holds in progress for all students</i></p>	<p>£10,000</p>
<ul style="list-style-type: none"> Reduce the number of fixed term exclusions of disadvantaged students 	<ul style="list-style-type: none"> On site provision for behaviour management Implementation of Positive Discipline across school 	<ul style="list-style-type: none"> The number of days disadvantaged students have spent 'excluded' has reduced by nearly half. From 100 days in 2016-17 to 52 days in 2017-18 The number of students excluded is the lowest over a 3-year trend The number of exclusion incidents is the lowest over a 3-year trend. The number of exclusion incidents have been reduced by nearly 50% on the previous year and almost 80% over a 3 year trend 	<p><i>Significant improvements have been evidenced in terms of reducing exclusions of disadvantaged students. The schools internal exclusion provisions continue to drive down fixed term exclusions and support the educational needs of students whilst out of lesson</i></p>	<p>£15,000</p>