



Pupil premium strategy statement

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Cottingham High School and Sixth Form	
Number of pupils in the academy	974
Proportion (%) of pupil premium eligible pupils	(27.62%) 269 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Mr P. Brookes
Governor / Trustee lead	Mr A. Bratton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,875
Recovery premium funding allocation this academic year	£34,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 248,950

Part A: Pupil premium strategy plan 2021-2024

Statement of intent

The academy draws on research evidence (such as the Education Endowment Foundation toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium and Recovery spend is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lower literacy levels that may include weaker oracy and communication skills, smaller vocabularies and lower reading ages.
2	Lower numeracy levels
3	Lack of school readiness including organisational skills and access to resources required for school, arriving at school hungry, limited access to digital learning at home
4	Attendance and persistent absenteeism of disadvantaged students
5	Increased likelihood of wellbeing issues
6	Limited life experiences, limited travel outside of immediate community

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To develop high quality teaching through the Assess – plan – teach policy, which in turn closes the progress gap between our disadvantaged and non-disadvantaged students	The progress 8 score of disadvantaged students is improving towards that for other students within school
To improve the start of the day for our most disadvantaged students by creating Pupil Premium Tutor groups in Year 7-11	<p>Students arrive at Period 1 every day in a positive mindset, with the correct uniform and equipment and having had an opportunity to receive breakfast and pastoral care</p> <p>The attendance of disadvantaged students, at least, matches that for other students nationally</p>
To extend the school day for Pupil Premium Pupils	All pupil premium student has taken part in an extracurricular activity or visit during this academic year
To implement a Pupil Premium Mentoring strategy	All pupil premium students have a named mentor with whom they have a positive relationship
To provide additional targeted academic support	All students requiring additional support are identified and given access to appropriate access to that support

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Quality First Teaching (for example, CPD, recruitment and retention)

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful academy and should rightly be the top priority for Pupil Premium spending.

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor time interventions with Pupil premium tutors and support network (7-11) <i>£10,000 + On Costs</i>	<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) • Small group interventions impact positively on outcomes, evidence from EEF suggests <p><u>EEF Strands 2, 5, 11</u></p>	1,2,3,4,5
Target Disadvantaged students for priority access to half term revision sessions <i>Teacher paid £100 per session approximately 20 session per year = £2000+ on costs</i>	<ul style="list-style-type: none"> • Evidence from the EEF suggests extending school time can improve progress by +2 months <p><u>EEF Strands 5, 22, 32</u></p>	1,2,

<p>Digital access for Disadvantaged students</p> <p>For 50 students</p> <p>20 x New laptops - £5,000</p> <p>50 x Wifi Dongle (£25 per month) - £15,000</p>	<ul style="list-style-type: none"> • The EEF state that technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom • Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. <p><u>EEF strands 29</u></p>	<p>3</p>
<p>Opportunities for reading and the development of literacy across the curriculum</p> <p>£5/7 approximately per DA student to buy books = £1,800</p> <p>Cottomology intervention to improve comprehension and narrow vocabulary gaps</p>	<ul style="list-style-type: none"> • The EEF states that literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. • Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write. <p><u>EEF Strands 17</u></p>	<p>1</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school DA mentoring</p> <p>60 x 1 hour x 30 x 39 £70,000 + on costs</p>	<ul style="list-style-type: none"> The EEF state that on average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. <p><u>EEF Strands 11,12</u></p>	3,4,5,6
<p>Tutor time interventions with Pupil premium tutors and support network (7-11) Included above</p>	<p>See above entry in Quality First Teaching</p> <p><u>EEF Strands 2, 5, 11</u></p>	1,2,3,4,5
<p>PASS Survey completed with all DA students – follow up activities in tutor time £1500</p>	<ul style="list-style-type: none"> The PASS survey aids students understanding of themselves as a learner. Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes 	3

	<u>EEF Strand 12</u>	
--	----------------------	--

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Budgeted cost: £ 94,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium Tutor groups in Y7-11 See above	See above entry in Quality First Teaching <u>EEF Strands 2, 5, 11</u>	3,5,6
Monday Night Club – Enrichment opportunities across multiple disciplines Minibus costs x 30 weeks Additional	<ul style="list-style-type: none"> The EEF states that character-related approaches can be most effective for improving attainment when they are specifically linked to learning Additional activities may have intrinsic or other related benefits. There is moderate evidence that outdoor adventure learning can have a positive impact on attainment. <u>EEF Strands 2,5,17</u>	6
Key Stage Progress Leaders to support DA students LCH/HMO costs £3000 + on costs £20,000 from lessons freed up + on costs	<ul style="list-style-type: none"> Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. 	3,4,5

	<u>EEF Strands 3,9,14</u>	
<p>Smaller classes sizes in KS3</p> <p>15 eng</p> <p>15 mat</p> <p>15 sci</p> <p>£35,000 + on costs</p>	<ul style="list-style-type: none"> The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive <p><u>EEF Strand 22</u></p>	1,2
<p>Additional support staffing including counsellors</p> <p>Counsellor £6,000 + on costs</p> <p>Extra Admin support £6,000 +on costs</p>	<ul style="list-style-type: none"> DA students represent a large cohort of students with wellbeing concerns and disproportionately require support in our school 	5
<p>Additional Head of Year time to support Pupil Premium students overcome barriers to attendance and establish effective working relationships with parents to support good attendance</p> <p>£6,000 +on costs</p> <p>£ 500 rewards for good/improved attendance</p>	<ul style="list-style-type: none"> Improving school attendance: support for schools and local authorities (Sept, 21), states the importance of respectful relationships with parents in order to create trust and provide a supportive welcoming environment in school as key objectives in ensuring good attendance 	4

Total budgeted cost: £ 214,875

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Quality first teaching	
• Impact	• Lessons Learned
<ul style="list-style-type: none"> • P8 for DA students is in line with national data (2019) - 0.24 (-0.45 in 2019) • 42% of DA students have a positive progress score by the end of KS4 	<ul style="list-style-type: none"> • Continue to ensure disadvantaged students are a focus whole school and that supporting them is at the forefront of all school activities. • Increase focus on academic support of the disadvantaged cohort
Targeted academic support	
• Impact	• Lessons Learned
<ul style="list-style-type: none"> • My tutor 3:1 delivered for English Language, Maths and Science. DA student's achievement improved in all three subjects • 90% of DA students attend extra-curricular interventions such as P6 closing the DA P8 gap • Cottomology delivered to Y11 as part of P6. Y8 catch-up targeted from June. 100% of DA students involved, developed their reading age as a result of this intervention. 91% of students now recognised what etymology was and 87% of students said they would use the strategies learned in the future. • Additional English resit classes provided for Y11 catch-up cohort • Y11 revision materials provided to all DA students for use during tutor time contributing to improved outcomes for the DA cohort. • P6 and catch-up tutoring is accurately targeted so that P8 is above that for DA nationally. • P8 for DA -0.45 nationally in 2021 it was -0.24 at CHS 	<ul style="list-style-type: none"> • Covid 19 limited opportunities for students to access targeted academic support for periods of the year • Ensuring students have access to ICT provisions at home must continue in order to close the 'digital divide'.
Wider Strategies	
• Impact	• Lessons Learned

<ul style="list-style-type: none"> • All students participate in at least one extra-curricular enrichment activity • 90% of DA students attend extra-curricular interventions such as P6, half term study sessions, revision study workshops etc • Reading week takes place each half term and student voice reports that all students experience literacy focus in every subject. The Y10 DA form logged more minutes than any other Y10 form. • A review of work set and how it is set for students in isolation was undertaken - 90% of isolating students engage with online learning whilst in isolation limiting time for lost learning. • Mentored Y11 catch-up students have a 7% better rate of attendance and engagement online than non-mentored catch-up students • In the winter lockdown online attendance of the Y10 mentor cohort rose 48% and the Y11 mentor cohort by 52%. Attendance of cohort increased in all but 1 week. • All Y11 DA students and all Y8/9 DA Tutor Group students accessed careers interviews 	<ul style="list-style-type: none"> • Continue to provide a broad offer for all students and expand extra-curricular clubs to provide an even more exciting offer for young people across the school. • Remove barriers to DA cohort that prevent some from regularly engaging in extra-curricular activities • Provide a DA form group in Y7, identifying a cohort prior to them starting school • Provide targeted support to the DA form groups focusing in on Careers, Aspirations and intervention in core subjects across all year groups, not just KS4. • Impact of COVID on attendance has been significant, need to re-assess the different barriers posed by the pandemic in order to recover the very positive picture prior to COVID • Mentoring can have a significant impact on students' engagement in our setting. These relationships are a vital tool in moving students forward.
--	--

Externally provided programmes

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:











Measure	Details
---------	---------

How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Appendix 1 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Education Endowment Foundation Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged students.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

1	Arts participation Moderate impact for very low cost based on moderate evidence	 	+3
2	Aspiration interventions Unclear impact for very low cost based on insufficient evidence	 	
3	Behaviour interventions Moderate impact for low cost based on limited evidence	 	+4
4	Collaborative learning approaches High impact for very low cost based on limited evidence	 	+5
5	Extending school time Moderate impact for moderate cost based on limited evidence	 	+3
6			
7			
8			
9			

10	Feedback Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
11	Homework High impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
	Individualised instruction Moderate impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
	Learning styles Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
12	Mastery learning High impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
	Mentoring Low impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
13	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
14	One to one tuition High impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
15	Oral language interventions Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
16	Outdoor adventure learning Unclear impact for moderate cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
17	Parental engagement Moderate impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
18				
19				
20				
21				
22				

23	Peer tutoring High impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
	Performance pay Low impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
24	Phonics High impact for very low cost based on very extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
25	Physical activity Low impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
26	Reading comprehension strategies Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
27	Reducing class size Low impact for very high cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
28	Repeating a year Negative impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-3
29	School uniform Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	●
30	Setting and streaming No impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
31	Small group tuition Moderate impact for low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
32	Social and emotional learning Moderate impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
33	Summer schools Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
34	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
35	Within class attainment grouping Low impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2

EYFS

36

37	Built environment No impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
38	Communication and language approaches Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
39	Digital technology Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
40	Earlier starting age Very high impact for very high cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
41	Early literacy approaches Moderate impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
42	Early numeracy approaches Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
	Extra hours Moderate impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
	Parental engagement Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
	Physical development approaches Moderate impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
	Play-based learning High impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
	Self-regulation strategies High impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
	Social and emotional learning strategies Moderate impact for moderate cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3

<http://educationendowmentfoundation.org.uk/toolkit/>