

Cottingham High School and Sixth Form

Pupil premium strategy statement



This statement details our academy's use of pupil premium 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	871
Proportion (%) of pupil premium eligible pupils	197
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Jay Kerby
Pupil premium lead	Charlotte Nicholls
Governor / Trustee lead	Craig Murdock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,000
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	N/A

Part A: Pupil premium strategy plan 2024-2027

Statement of intent

In line with our aims of all students believing, achieving and succeeding, this plan looks to provide greater opportunity to all students by making opportunities within Cottingham High School and the community more equitable. This means helping students in our Pupil Premium cohort to access their education and wider opportunities in the same way that those from a non-Pupil Premium background may already be accessing or be more able to access due to their socio-economic status.

Research shows that accessing a range of opportunities, which are typically based on economic background, is likely to support positive wellbeing and emotional and physical health as well as improve employability in later life. As a result, students are more likely to attend school (tackling the rise in emotional school-based avoidance) as well as be involved and engaged in their learning. This eases the barriers of health and wellbeing which tend to be statistically greater in people who have less opportunity to practice hobbies, sports and socialise in teams.

Part of this plan looks to give PP pupils a space to access further independent study, with equipment, space and experts through bought equipment, workspace and intervention. We will target improvements in independent study through support and our targeted independent study enrichment. Teachers in a range of subjects will spend an hour afterschool supporting the independent study of pupils in their learning and provide equipment for the enrichment to be effective so all forms of work can be accessed and done to a high standard allowing an improved rate of progress and success.

We will continue to subsidise opportunities for PP students to ensure they have the opportunity to continue to engage with opportunities that assist with their wellbeing, commitment and organisation. We will aim to subsidise enrichments and teams for PP pupils to allow them the chance to be part of a team, have activities which produce endorphins and improve mental and physical health. We will also provide kit and uniform for these pupils where necessary so that is not a barrier to attendance.

To enable pupils to access all areas of their curriculum we will have an equipment and uniform fund where Heads of Year can provide PP pupils with what they need to allow them to focus on their learning and not the resources required. The uniform fund enables pupils to not be visibly different from others and feel supported and part of our community. We want to further increase the access for PP pupils to intervention and tutoring based groups in academic subjects as well as within the enrichment sphere: To do this we will fund additional staffing within core subjects to support with reducing barriers. These teachers will support with reducing group size to raise achievement in a range of subjects. We have also put aside funding for trips to allow PP pupils to gain

access to opportunities which enrich their lives outside of the classroom and allow them to continue to experience a wider range of activities as part of our community.

We want to ensure that inclusion is at the heart of what we provide and therefore allocate a section of our budget to inclusion programs. Each of these carefully chosen programs work on the importance of being part of the community and develop pupils' understanding of their role as leaders in the community to inspire positive behaviours.

The school 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 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	PP students make less progress than Non-PP students in our school due to the sustained impact of gaps in skills and knowledge
2	Lower literacy levels that may include weaker oracy and communication skills, smaller vocabularies and lower reading ages.
3	Lower numeracy levels and underperformance within Maths
4	Lower comparative attendance and punctuality
5	Lower engagement with homework, independent study, revision away from school location.
6	

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
Development of high quality Teaching and Learning through instructional framework to reduce the gap between disadvantaged and non disadvantaged students within the school (Focus on independent practice and metacognitive approaches)	P8 score of disadvantaged students shows an improvement towards being in line with other students in the school
Strong pastoral systems are refined to ensure a focus on closing the gap between PP and Non-PP attendance	Reduction in disparity between PP and Non PP attendance
Embed literacy strategy to reduce the difference in reading ages/ ART data between disadvantaged and non disadvantaged students across age range	Reading age data/ART scores of disadvantaged students show an improvement towards being in line with other students in the school
Improve literacy and numeracy performance to increase likelihood of students achieving Basics 9-4, 9-5 and 9-7	Baseline assessments taken in September 2024 will benchmark starting points and (HT6) will demonstrate improvements in relevant results Intervention programs that crossmatch performance in core subjects are embedded
Classroom teachers are acutely aware of all PP students in their classroom and provide any required focus to narrow attainment/progress gaps.	Any in school gaps between PP and Non-PP progress and attainment are reduced due to regular and focused support for key cohorts.

Activity in this academic year

This details how we intend to spend our pupil premium **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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Steplab investment to improve quality of teaching and creation of Instructional coaching model	Instructional coaching contains many of the mechanisms identified as being central to effective professional development (EEF, 2021), supporting it to have an impact on classroom teaching and pupil attainment (Gregory et al. 2017).	1
Staffing remission time on timetable for observation, CPD and opportunities to promote high quality instruction and feedback	Evidence from the EEF suggests that improving individual instruction can positively affect progress by +4 months and feedback that is of high quality can positively affect progress by +6 months	1

<p>Contribution to additional staffing for core subjects to create additional group and smaller class sizes</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: Improving Mathematics in Key Stages 2 and 3</p>	<p>1,2</p>
<p>Target Disadvantaged students for priority access to half term revision sessions & Period 6</p>	<p>Evidence from the EEF suggests extending school time can improve progress by +2 months Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF <u>EEF Strands 5, 22, 32</u></p>	<p>5</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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in senior leader for Literacy	<p>Research by the National Literacy Trust found that fewer than 50% of young people enjoyed reading. Our AHT (Literacy), the literacy leads, and our school librarian, oversee a full programme of reading enrichment activities via our library, striving to infuse students with a love of reading/literacy.</p> <p>In addition, this support extends to overseeing the Reading + program, with students in KS3 receiving literacy intervention</p>	1,2,5

<p>Opportunities for reading and the development of literacy across the curriculum</p> <p>Reading Plus intervention to improve comprehension and narrow vocabulary gaps within KS3</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. • EEF toolkit identifies reading comprehension strategies to have very high impact for very low cost. <p><u>EEF Strands 17</u></p>	<p>1,2,5</p>
<p>Key Stage 3 reading programme: use of Fresh Start catch up phonics programme</p>	<ul style="list-style-type: none"> • Key Stage 3 reading programme: use of Fresh Start catch up phonics programme, Lexia • EEF report on small group tuition, specifically citing reading intervention. EEF report on reading 	<p>2</p>
<p>Targeted KS4 Academic support during AM study sessions, holidays and intervention schedule to prepare for GCSEs</p>	<ul style="list-style-type: none"> • EEF report on small group tuition: “Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.” • Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <p>One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF</p>	<p>3,4,5</p>

<p>Online catch up support including Seneca, Educake and Active Learn</p>	<ul style="list-style-type: none"> • EEF report on Using Digital Technology to Improve Learning EEF Digital Technology Guidance Report.pdf 	<p>5</p>
<p>Equipment (including books) and uniform support costs</p>	<ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform 	
<p>Careers interview costs and access to support higher aspirations and goal setting</p>	<ul style="list-style-type: none"> • Every PP student in the school receives careers guidance with a meeting in every school year from an external careers advisor • Evidence from the Independent review of careers guidance in schools and further education and skills providers states that <i>'High-quality careers guidance is essential to enable all children and young people to understand the range of options available to them and realise their potential'</i> • 'International approaches to careers interventions', Department for Education, March 2021. ↵ • 	

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of Pastoral Support staff to support students who experience disadvantage	As part of the wider strategies advocated by the EEF's Pupil Premium document, having staff specifically engaged to support with attendance and to support with pupils' social/emotional and behavioural needs is key to positive outcomes for these students. Pastoral teams provide focused individual tutoring and support for students across all aspects of their school life, and these roles are financially supported via the PP fund.	4
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Staff training and release time to develop and implement procedures. Progress leaders appointed per year group to support with academic performance and barriers that are non behavioural related</p>	The DfE report on 'Working Together to Improve Attendance' highlights how 'for the most vulnerable pupils, regular attendance is an important protective factor'. As such, we have Pastoral Administrators alongside our Education Welfare Officer to ensure that all students attend school and all absences are closely tracked and monitored. Information collated is shared with other colleagues to liaise with students, parents and carers to overcome any issues leading to any issues of poor attendance.	4

Investment in additional attendance support staff	As above	4
Offer of free breakfast club	Research details how those who go to school hungry struggle to be successful in the classroom. The school funds free breakfast for disadvantaged pupils, as well as monitors students' uptake of FSM.	4

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic years, drawing on national assessment data and our own internal summative and formative assessments.

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

- P8 for DA students was -0.57 and significantly below non DA 0.36. However, the DA cohort included was skewed by students absent from school.
- The P8 data has improved within the 23-24 Academic year under new leadership approaches, in addition to restoring A8 scores to 21-22 levels
- EBACC difference has been narrowed

	2023-24				2022-23				2021-22		
	Overall	PP	Difference		Overall	PP	Difference		Overall	PP	Difference
A8	51.34	35.49	15.85		49.11	33.42	15.69		47.51	35.56	11.95
P8	0.36	-0.57	0.93		-0.1	-1.29	1.19		-0.29	-1.19	-0.9
Baiscs (Students)											
9-7	18	1	17		12	0	0		10	2	8
9-5	59	7	52		61	7	31.7		50	5	45
9-4	86	11	75		98	17	81		75	12	63
EBACC (points)	4.92	4.83	-0.09		4.32	2.9	-1.42		4.02	3.05	-0.97

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data are from a variety of contexts and different school backgrounds).

The data demonstrates that there remains a disparity with PP and non PP students that is in line with the national picture.

Our evaluation of the approaches delivered last academic year indicates that the positive impact of the 23-24 academic year, and the initiatives brought in under new leadership for the 24-27 strategy, have the potential to further narrow this gap.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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.

Arts participation

Moderate impact for very low cost based on moderate evidence



Aspiration interventions

Unclear impact for very low cost based on insufficient evidence



Behaviour interventions

Moderate impact for low cost based on limited evidence



Collaborative learning approaches

High impact for very low cost based on limited evidence



Extending school time

Moderate impact for moderate cost based on limited evidence



Feedback

Very high impact for very low cost based on extensive evidence



+6

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



Mastery learning

High impact for very low cost based on limited evidence



+5

Mentoring

Low impact for moderate cost based on moderate evidence



+2

Metacognition and self-regulation

Very high impact for very low cost based on extensive evidence



+7

One to one tuition

High impact for moderate cost based on moderate evidence



+5

Oral language interventions

Very high impact for very low cost based on extensive evidence



+6

Outdoor adventure learning

Unclear impact for moderate cost based on insufficient evidence



Parental engagement

Moderate impact for very low cost based on extensive evidence



+4

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

Phonics

High impact for very low cost based on very extensive evidence



+5

Physical activity

Low impact for very low cost based on moderate evidence



+1

Reading comprehension strategies

Very high impact for very low cost based on extensive evidence



+6

Reducing class size

Low impact for very high cost based on very limited evidence



+2

Repeating a year

Negative impact for very high cost based on limited evidence



-3

School uniform

Unclear impact for very low cost based on insufficient evidence



0

Setting and streaming

No impact for very low cost based on very limited evidence



0

Small group tuition

Moderate impact for low cost based on moderate evidence



+4

Social and emotional learning

Moderate impact for very low cost based on very limited evidence



+4

Summer schools

Moderate impact for moderate cost based on limited evidence



+3

Teaching Assistant Interventions

Moderate impact for moderate cost based on moderate evidence



+4

Within class attainment grouping

Low impact for very low cost based on very limited evidence



+2

Built environment

No impact for low cost based on very limited evidence



0

Communication and language approaches

Very high impact for very low cost based on extensive evidence



+6

Digital technology

Moderate impact for moderate cost based on limited evidence



+4

Earlier starting age

Very high impact for very high cost based on moderate evidence



+6

Early literacy approaches

Moderate impact for very low cost based on moderate evidence



+4

Early numeracy approaches			
<p>Very high impact for very low cost based on extensive evidence</p>			
Extra hours			
<p>Moderate impact for very high cost based on limited evidence</p>			
Parental engagement			
<p>Moderate impact for moderate cost based on moderate evidence</p>			
Physical development approaches			
<p>Moderate impact for very low cost based on limited evidence</p>			
Play-based learning			
<p>High impact for very low cost based on very limited evidence</p>			
Self-regulation strategies			
<p>High impact for very low cost based on limited evidence</p>			
Social and emotional learning strategies			
<p>Moderate impact for moderate cost based on very limited evidence</p>			

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