

Cottingham High School Pupil Premium Strategy statement 2019-20

1. Summary information					
Academic Year	2019-20	Total PP budget	£194,400	Date of most recent PP Review	2019
Total number of pupils	839	Number of pupils eligible for PP	216 (25.7%)	Date for next internal review of this strategy	2020

2. Current attainment					
	Pupils eligible for PP			Improvement on last year	
	2016-17	2017-18	2018-19		
% achieving 9-4 (A* - C) in both English & Maths	51%	46%	37%	↓ 9%	
Progress 8 score average	-0.17	-0.37	-0.86	↓0.49	
Attainment 8 score average	41.2	37.35	36.59	<i>Not comparable new points scores</i>	
% achieving standard pass in the Ebacc	15.1%	23%	15.1%	↓7.9%	
Progress8 English	-0.38	-0.32	-0.69	↓ 0.37	
Progress8 Maths	-0.38	-0.60	-0.86	↓0.26	
Progress8 Ebacc slots	-0.39	-0.32	-1.03	↓ 0.71	
Progress8 Open slots	+0.38	-0.31	-0.81	↓0.50	

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>)	
A.	Improve literacy and numeracy skills for disadvantaged students
Success criteria – 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. The proportion of disadvantaged of students in Key Stage 4 that achieve a grade 4 or better in either English Language or Literature and Maths is <i>in line</i> or better than national disadvantaged outcomes.
B.	Improve the progress of disadvantaged students at Key Stage 4 to-close the gap between disadvantaged and non-disadvantaged students. Current disadvantaged students 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 1.9 or better. The school will increase parental participation of disadvantaged families at events such as Parent's evening and information evenings compared to last years attendance
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 4 years 92.7%, 92.5%, 93.0%, 93.6%).

5. Planned expenditure					
Academic year		2019-20			
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 pupil premium champions (8-11) Targeted disadvantaged students attend half term sessions Disadvantaged students to attend compulsory P6 sessions. ELS linked to PTTP Peer mentoring programme 	<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 	<ul style="list-style-type: none"> Delivered by the AIL for maths A level Mathematicians to deliver personalised outcomes, sessions are overseen by the AIL of Maths Entry and exit tests to show evidence of impact from extended learning sessions. Outcomes from PPEs are monitored closely. Selection process for PP Tutor 	<ul style="list-style-type: none"> NCA HWE Raising Standards Team 	<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"> • Lexonik 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"> • Lexonik 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 • KS3 Progress leader to provide regular progress checks for Literacy and Numeracy in Key Stage 3 	<ul style="list-style-type: none"> • KS3 Progress Leader 	<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 • PP tutor support PP Tutor groups for year 7-11 	<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. • ELS 20 hour challenge to be signed • Detailed RST action plan 	<ul style="list-style-type: none"> • RST • AILs • SLT • Progress Leaders 	<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 • RST updates to LT bi-weekly
Total budgeted cost					£75,400
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 • Providing cultural experience across all year groups 	<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 • KJO/JRG/DCE • KDI 	<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"> • Progress leaders 	<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 • Use of school mini bus to provide transport where necessary 	<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. • DA are the first to be tracked and phoned • 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 ensure strategic interventions are in place for those who require support 	<ul style="list-style-type: none"> • JRG, DCE • Pastoral team • Attendance Officer 	<ul style="list-style-type: none"> • Reviewed daily, weekly and half termly

<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"> • JRG/DCE • 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: 2018-19		£189,161		
i. Quality of teaching for all				
Desired outcome	Chosen action / approaches	Estimated impact	Lessons learned	Cost
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"> • Tutor time intervention provided many social and emotional benefits to the group. Attendance to lesson improved including punctuality rates increasing. Reduction in written warning and an increase in reward stamps. • Whole tutor group intervention was less effective than anticipated. Smaller groups will be identified in the future. • There were 65% reduction in isolation days 	£30,000

ii. Targeted support

Desired outcome	Chosen action / approaches	Estimated impact	Lessons learned	Cost
<ul style="list-style-type: none"> • Key Stage 3 Literacy • Key Stage 3 Numeracy 	<p>Wave 2 interventions which include tutor time intervention and small group additional literacy and numeracy</p>	<ul style="list-style-type: none"> • Lexonik 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 <p>Oral language interventions can have an impact on progress +5 months and phonics by +4 months based on research evidence from the EEF</p>	<ul style="list-style-type: none"> • 100% students made progress towards their age related expectations • Similar programme to be continued with Y10 peer mentors 	<p>£60,000</p>
<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"> • ATI average grade improved 0.5 on average for the PP tutor group. • Across the whole school this improves by 0.2 for disadvantaged students. • 88% of disadvantaged students attended P6. 	<p>£10,000</p>

iv. 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"> 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"> 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"> To increase number of disadvantaged students studying independently ELS will be linked to PPTTP HLTA continue to provide programme of support To promote Exam Buddy approach 	£17,000
<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"> Improving aspirations of both students and parents 	Using staff to build positive relationships with families to promote attendance at parental events	£10,000
<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 Use of school mini bus to provide transport where necessary 	<ul style="list-style-type: none"> Disadvantaged attendance the highest it has been over a 3-year trend (93.6%) 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>TCAT reports from Christine Kennedy, Chief Academy Improvement Partner & Sarah Young highlights excellent PP practice within Cottingham High School</p>	Attendance rates exceeded national average To continue working closely with HOY, Progress leaders and attendance officer to continue to promote good attendance.	£2000
<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"> 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, and 67 In 2018-19 which is still well below national average 		