

# Pupil premium and service children impact statement (2018-19)

| 1. Summary information |                     |                                   |                 |  |         |
|------------------------|---------------------|-----------------------------------|-----------------|--|---------|
| School                 | The Cowplain School |                                   |                 |  |         |
| Academic Year          | 2018-19             | Total PP budget (service premium) | 190,802 (6,750) |  |         |
| Total number of pupils |                     | Number of pupils eligible for PP  |                 | Date for next internal review of this strategy | Ongoing |

| 2. Current attainment 2018/19 Results    |                             |                                  |
|--|-----------------------------|----------------------------------|
|  | Pupils eligible for PP (32) | Pupils not eligible for PP (103) |
| % achieving English & Maths 4+ (5+)      | 41% (25%)                   | 62% (40%)                        |
| % achieving Ebacc 4+ (5+)                | 6.3% (3.1%)                 | 23.3% (15.5%)                    |
| Ebacc Entry                              | 17                          | 76                               |
| Attainment 8 score average               | 33.23                       | 46.01                            |
| Progress 8 score average (DfE estimate): | -1.06                       | -0.12                            |

| 3. Barriers to future attainment (for pupils eligible for PP)   |  |  |
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| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> ) <b>2018-19</b>        |  |  |
| A.  | Disengagement of Middle and High Ability Learner towards High Academic Success.                |  |
| B.  | The disadvantaged male learner in terms of progress across all subjects.                       |  |
| C.  | The progress of the disadvantaged middle and high ability student in the Ebacc and Open Pillar |  |
| <b>External barriers 2018-19</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |  |
| D.  | Attendance of a specific group of disadvantaged students                                       |  |
| 4. Desired outcomes 2018-19 ( <i>desired outcomes and how they will be measured</i> )                                     |  | Success criteria                               |
| A.  | To close the gap in progress for the disadvantaged middle and                                  | The P8 figure for disadvantaged students is 0. |

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|           | high ability learner (especially for boys) (for current and following year groups, hence different strategies)      |  |
| <b>B.</b> | PP students (excluding those at Woodlands) attend at the same level as N-PP students.                               | Attendance is comparable to N-PP students  |
| <b>C.</b> | To reduce the gap in English and Maths, for the male disadvantaged student for current Y11 and further year groups. | Progress boys make is comparable to girls. |

### 5. Review of expenditure 2018-19: Previous Academic Year

| <b>Total Budget</b>                       | <b>£190,802 (PP only)</b>                             | <b>Total Budget Spent</b>   | <b>193,000 (PP only)</b>  |             |
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| <b>i. Quality of teaching for all</b>     |   |   |   |             |
| <b>Desired outcome</b>                    | <b>Chosen action / approach</b>                       | <b>Estimated impact: Did you meet the success criteria?<br/>Include impact on pupils not eligible for PP, if appropriate.</b>   | <b>Lessons learned<br/>(and whether you will continue with this approach)</b>   | <b>Cost</b> |
| Narrowing the Attainment and Progress Gap | Additional Investment in English and Maths Department | We continued to maintain a lower pupil/teacher ratio in English and maths as we understand that literacy and numeracy rates must improve. Results have risen every year over the last 6 years and the % of students achieving at least a Grade 4 in Eng and Maths was 2% higher whilst at Grade 5 it was 5% higher than the previous year. The gap between those qualifying for the PP and others and Eng and Maths has started to close, although it still remains high for disadvantaged boys. Overall, 32% of PP students achieved Eng and Maths at Grade 4, with 18% at Grade 5. This compares to 62% of non-disadvantaged achieving Grade 4 and 40% achieving Grade 5. 56% of PP girls achieved Eng and Maths at Grade 4 v 60% of non-disadvantaged. However, only 15% of disadvantaged boys achieved Eng and Maths at Grade 4 v 63% of non-disadvantaged. We anticipate that investing in English and Maths teachers will continue to impact on closing the gap, with a focus on boys' achievement. | In 2019 GCSE results were maintained v 2018 for English and Maths. Boys (which comprised 60% of the cohort) matched the Grade 4 and Grade 5 results of girls. The results of PP students were affected by 3 students who did not attend any exams and specifically by disadvantaged boys; other groups performed near to their non-disadvantaged peers. (see results breakdown) | £70K        |

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|  | <p>Best Practice Professional Learning (PL) for staff, centred around the underperforming PP learner (with a specific focus on the male learner).</p> <p>Further developing:</p> <ol style="list-style-type: none"> <li>1) T&amp;L strategies for Mastery, Self Regulation, Purpose</li> <li>2) Targeted Questioning and Learning checks as part of appraisal teaching and learning focus</li> <li>3) Effective use of data in the classroom for the disadvantaged learner (Appraisal T&amp;L focus)</li> <li>4) SIG Groups (mastery learning, planning and mastery student talk)</li> </ol> | <p>PL sessions were planned around the identified T&amp;L strategies and the SOF process showed better performance in these areas by teachers. Data was used effectively by teachers in lesson, and reviewed after each data drop. PL sessions allowed teachers to share good practice on identified underperforming PP students. SIG groups shared their outcomes with staff to be trialled in the classroom. Overall this has had a more positive impact on the performance of PP girls, which are now performing almost in line with NPP girl and also a positive impact on the low ability boy.</p> | <p>Mid to High ability boy will need to be challenged more and their teaching needs to be adapted to their needs. CPD next year will be based on Rosenshine's principles to increase direct instructions and structure in lessons to support the mid to high ability boy with structuring their learning, work and thoughts.</p>   | 5k  |
|  | <p>Impactful curriculum for the Resilience centre</p>  | <p>We aim for every student who starts in Year 7 to complete 5 years of school. However, we realise some face major challenges and that the basic day and curriculum does not suit all. In 2018/19 all students who joined the RC completed Year 11. All were offered a range of 8+ examinations; sadly, 3 did not attend those final exams. Attendance for PP students continued to be lower than non-PP; however, we believe the work of the RC ensured many attended who would have been lost to the education system during Year 11.</p>  | <p>For the start of 2019/20 we will increase our investment in the Resilience Centre by the appointment of a senior LSA. She will be used to operate a later day curriculum and to provide outreach work and 1-1 mentoring and tutoring. Her appointment will also enable us to reintegrate children from the local PRU, which has just been placed in special measures.</p> | 50k |

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|  | <p>A value based behaviour for learning system.</p> | <p>We promote our eight values for learning through our teaching, assemblies, Reflection Time programme and rewards scheme. The values are routinely referred in lessons and promoted to students. We have used parental workshops to increase our parents' understanding of our values and are working on strategies to encourage them to refer to them at home as research shows that the impact of school values is dramatically increased if a common language with parents is developed</p> | <p>Staff training days and PL sessions. The reflection programme continues to focus on values, and the development of those, with the emphasis being on the student based learning and peer teaching. Senior Prefects will be embracing two keys values and will be planning Reflection Time sessions, hence increasing student engagement. Increase parental engagement - PP parents will be invited to experience a day in their children's learning and discuss how to promote our values at home</p> | <p>2k</p> |
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|  | <p>Development of cultural capital and raising aspirations (especially for the underperforming male learner):</p> <p>1) Academic and non Academic Enrichment Programme</p> <p>2) School Trips</p> <p>3) Curriculum choices</p> <p>4) Study support – Period 6</p> <p>5) Home Learning support</p> <p>6) Prefects, school ambassadors and student voice</p> <p>7) Peer teachers</p> | <p>2) Scholl trips must have at least 30% of PP students on them for the trip to go ahead.</p> <p>3) The options process encourages all students to choose any subject. We actively invite 50% of all students to take a modern language, and achieved a positive take up amongst boys, and PP students. The move to VCerts in Engineering and Sport has increased the participation and achievements. In both underperforming males have performed at least to predictions and often higher (42% merit and higher).</p> <p>4) Due to its positive impact in 2018-19, PP students are again invited to specific sessions and their attendance to period 6 is specifically tracked. Individual period 6 timetables are put together to ensure increased attendance and sent home to parents in order for them to be kept informed. PP students are also provided with free study resources.</p> <p>5) Based on Attitude to homework data analysis, PP students are invited to attend home learning support during period 6. The sessions are led by the Heads of Upper and Lower School.</p> <p>6) PP students continue to be specifically encouraged to apply to all student voice roles. The impact on recruitment has been positive with PP students representing roughly 30% of the overall student voice body (21% of Prefects)</p> <p>7) PP students are actively encouraged to take part in the Peer teacher training (27% of the peer teachers are PP).</p> | <p>2) We have contributed towards every trip so that PP students can attend and take partake in every trip.</p> <p>3) In future we will positively discriminate for PP and males to offer even more a language.</p> <p>4) Period 6 invitation and tracking is based on termly data analysis and attendance is tracked through PARS registers.</p> <p>5) As point 4.</p> <p>6) and 7) PP students continue to be targeted and invited specifically to join student voice and prefect team.</p> | 25k           |
|  | Objective one of the Appraisal Cycle directly linked to the Y11 underperforming PP learner via case studies  | The case studies were successfully launched and teachers completed detailed studies with mixed results and outcomes for the identified male underperforming students. The low ability student benefited immensely which is shown in the data but again the mid to high ability boy almost rejected the additional attention. Monitoring of the case studies throughout the year showed reflective approaches to teaching of the identified students.   | Case study students will be identified centrally and allocated to specific staff. T&L strategies must be even more specific and just as above, staff will be asked to adhere to Rosenshine's principles when planning for the learning of the mid to  | 1k            |
|  | The T&L of the underperforming male PP learner   | LET – Following each Year Group data drop and in consultation with JSY and LVK, pupils were selected for a needs analysis if they were significantly underperforming. This was done in collaboration with parents and families. Using the needs analysis, a bespoke programme of intervention was introduced, such as mentoring or special needs assessment.   | Following analysis of 2019 GCSE examination results, it is clear that there needs to be greater support targeted towards the progress of disadvantaged boys.  | 12k Apex + 5K |

**ii. Targeted support**

| Desired outcome      | Chosen action / approach  | Estimated impact: Did you meet the success criteria?<br>Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned<br>(and whether you will continue with this approach)   | Cost     |
|----------------------|---|---|---|----------|
| Timely and Impactful | High expectations assessment and reporting cycle and effective use of data and intervention planning in the class room: | <p>LVK – Staff targeted under-performing PP students with a particular focus on boys within their own classroom. This was monitored by dept. reviews, HOD’s and SLT.<br/>Emails with strategies for specific students sent to students’ teachers regarding what could help them in the classroom ie. Seating plans, positive language. Feedback provided during staff T&amp;L briefing.</p> <p>JSY/LET – a range of underperforming PP students were identified in both Y7 and Y8 and have received specialised intervention and support from LET and JSY including parental meetings, mentors, home learning support, telephone calls home.</p> <p>Underperforming students from English and maths were identified and invited to participate in reading (Y7) and numeracy (Y8) intervention groups, which have been facilitated, by Learning Support Assistants and run by Upper School pupils to boost literacy in both areas.</p> <ul style="list-style-type: none"> <li>• Numeracy groups for Y8 comprised of 75% PP students.</li> <li>• Reading group for Y7 comprised of 50% PP students</li> </ul> | <p>LVK to work with LET &amp; ACS on Yr11 intervention with a specific focus on PP males and M&amp;H males.</p> <p>The approach will continue with regular meetings between LET and SLH. Parental feedback indicates that parental engagement needs to remain a priority.</p> | Staffing |
|                      | Targeted intervention for specific groups PP students, and Y6 PP students   | <p>LVK – P6 intervention. CORE subjects given initial priority. PP students provided with revision resource packs for their individual subjects. Intervention tutor (PP) was allowed to adapt the RT programme to suit the needs of the students in the group.<br/>Repetition of revision strategies provided</p>   | The resource pack idea received a warm welcome from students but was provided a little too late. Next year this will need to be handed out in the Feb half term.  | 10K      |

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|  |  | <p>JSY – Year 8 students were identified who were underperforming in English, maths and science. These students were invited to attend P6 booster sessions after school during the last half term to prepare them for GCSEs by filling in any missing gaps they may have or topics where their understanding was particularly weak.</p> <ul style="list-style-type: none"> <li>• English – 9 PP students</li> <li>• Maths – 9 PP students</li> <li>• Science – 2 PP students</li> </ul> <p>Home Learning Support – students were identified for this intervention based on an ATH score &gt;3.5. The mandatory support sessions consisted of both PP and non PP students who attended an hour session each week and received support with their home learning. Parents were informed about the support sessions.</p> <ul style="list-style-type: none"> <li>• Year 7 – 7 PP students</li> <li>• Year 8 – 4 PP students</li> <li>• Year 9 - 5 PP non SEN</li> <li>• Year 10 – 8 PP non SEN</li> </ul> | <p>As these sessions were voluntary, sadly some of the students did not attend the sessions. Next year it may be worth making these sessions mandatory to ensure that those students who are underperforming take full advantage of the “boost”.</p> <p>Students regularly attended these sessions but not sure how effective they are. Some students seem to be going through the motions and I am not sure that these are a good use of staff time. Next year home learning will be back to departments for tracking and follow up.</p> |  |
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|  | Celebration of Success        | We wish to recognise the achievements of those who are consistently doing well across the school including their behaviour, contributing to the development of the school's values, academic achievement and progress, but also challenging the image of low aspirations across some PP students. Half termly celebration assemblies, positive report cards, praise texts, rewards system linked to values, weekly values certificates, HOT 100 student lists, award evenings. Performance of PP students in the listed possible success celebrations is monitored and a continued celebration of success has resulted in a culture, which is more self-assured in terms of accepting academic and other successes. Success celebrations are organised by head of upper and lower school. Award system is monitored half-termly. LVK, JSY, ACS Hot 100 – 2 events to be hosted Celebration assemblies, Award evenings, praise system (4 K). | Performance of PP students in the listed possible success celebrations is monitored and a continued celebration of success has resulted in a culture, which is more self-assured in terms of accepting academic and other successes. Success celebrations are organised by head of upper and lower school. Award system is monitored in half-termly. | 6k |
|  | Parental information evenings | LET - Contact was made via telephone to invite family members of key target pupils to parent information evenings. Where parents could not attend, information was shared and resources made available to these parents.<br>Parents of Year 6 PP pupils were invited to an afternoon information and coffee event.  | Attendance at the coffee afternoon event was very high and would be a good vehicle for parent contact this academic year.  | 2k |

### 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 |
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| Attendance | Engagement of staff, parents and students with attendance, also including external agencies especially for legal aspects and processes. | <p>LVK and JSY – monitoring of attendance through BPY. <b>All tutors</b> shown how to set milestones and put in place. Meetings with BPY to find out ‘the state of play’ with regards to PP attendance and what support, if any, I can provide. Tutors asked to monitor and question attendance.</p> <p>Pastoral leaders monitor attendance closely and track that tutors are carrying out their attendance chats.</p> <p>All PP pupils attended an interview with a senior member of staff following each period of absence.</p> | <p>PL’s need to closely monitor tutor intervention with regards to attendance and remind them regularly of their duty of care.</p> <p>There were times when family contact followed the interview and this proved invaluable in opening a conversation with home regarding attendance. This will continue.</p> | 5K                                 |
|            | Service Children  | <p>Attendance at HCC Service Children County wide meetings. Service Children’s Cub run in LS.</p> <p>Termly meetings involving all school service pupils to discuss their experience in school as a service child at RT.</p> <p>LET gave pastoral support to pupils who had a parent absent on active duty.</p> <p>Information and T&amp;L strategies shared with whole staff during staff briefing.</p>  | <p>Pupils found that the termly meetings with other service children at RT were more valuable than a club as they had other activities such as period 6 to attend.</p> <p>LET to continue to attend County meetings and offer pastoral support to children whose parents are away.</p>                         | Staffing<br>7k<br>(Service Budget) |

