

Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	The Cowplain School
Pupils in school	885
Proportion of disadvantaged pupils	34%
Pupil premium allocation this academic year	£209,145 Projected Spending: £188,099
Academic year or years covered by statement	2020-2021
Publish date	October 20
Review date	September 21
Statement authorised by	Ian Gates
Pupil premium lead	Elisabeth Zambo
Governor lead	Steve Head

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.36
Ebacc entry	0%
Attainment 8	38.41
% Grade 5+ in English and maths	16%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged students amongst similar schools	Sept 21
Attainment 8	Achieve national average for attainment for all pupils	Sept 21
% Grade 5+ in English and maths	Achieve average English and Maths 5+ scores for similar school	Sept 21
Other	Improve attendance to national average	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	Recruitment, retention and professional development of English and Maths Department
Priority 2	High quality teaching based on Rosenshine's principles in combination with high quality professional development, based on upfront training and follow on support training sessions and instructional coaching via a short observation feedback process (SOF) and remote teaching professional development. Rosenshine's principles focus on explicit instruction, scaffolding, cognitive strategies, retrieval and retention in class and remotely.
Barriers to learning these priorities address	Retaining key members of the English department and training of non-specialist Maths teachers
Projected spending	£58,900

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions for low attaining disadvantaged pupils based on a phonics in Year 7 and a reading programme for all years.
Priority 2	Bespoke intervention for disadvantaged students based on a needs analysis, a tailored intervention programme and close parental links. Needs analysis is also based on online learning needs.
Priority 3	Targeted support for service children by regularly updating staff, meeting with service children and developing parental links to check on welfare and create links to other service children experiencing similar difficulties.
Barriers to learning these priorities address	Low levels of parental support influencing low literacy outcomes and academic support.
Projected spending	£79,100

Wider strategies for current academic year

Measure	Activity
Priority 1	Increasing attendance by introducing a breakfast club and bespoke attendance intervention for disadvantaged students. Increasing remote attendance of students' teachers delivering high quality lessons. Increased parental engagement by increasing level of communication via texting and emailing service and virtual parents evening.
Priority 2	Increasing support for emotional, social and behavioural needs with a whole school approach on six steps to well-being and targeted support of key groups of disadvantaged students by delivering in-house support

Measure	Activity
	via the pastoral system, lead by the pastoral leader responsible for mental health and well-being and working with external agencies.
Barriers to learning these priorities address	Low parental support with attendance and mental well-being.
Projected spending	£50,100

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Providing staff with high quality virtual training sessions on at least a fortnightly basis. Creating a teaching and learning Google classroom to share teaching and learning resources ideas and developing a virtual platform to share outstanding practice.
Targeted support	Engaging families and students in additional support	Using rigorous data analysis to plan for tailored support, additionally using regular (virtual) parental meetings and contact. Using pastoral leaders, teaching assistants and teachers to deliver additional support during lesson in form of small group tutoring.
Wider strategies	Engaging the families facing most challenges	Attendance officer and pastoral leaders contacting parents relentlessly, tracking contacting linked to a risk assessment system offering support and signposting effectively. Working with external agencies for further support

Review: last year's aims and outcomes

Aim	Outcome
To reduce the attainment gap between disadvantaged boys and girls in English and Maths	Even though gap in terms of progress and attainment 8 between male and female has been reduced, the target was not fully achieved due to a remaining significant gap.
Achieve national average for attainment for disadvantaged pupils	The attainment 8 gap is similar to other similar schools.
Achieve average English and maths 5+ scores for similar schools	The average English and Maths 5+ figure is significantly below the 5+ figure if compared to all schools and non-disadvantaged students, however the 4+ figure shows a reduced gap. The 5+ figure is just comparable to other similar schools.