

Pupil premium strategy statement

This statement details our school'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 |
|---|---|
| School name | The Cowplain School |
| Number of pupils in school | 940 |
| Proportion (%) of pupil premium eligible pupils | 33% (314) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2020/21 to 2022/23 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Ian Gates Headteacher |
| Pupil premium lead | Elisabeth Zambo Assistant Head Teacher |
| Governor / Trustee lead | Steve Head |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £227,290 |
| Recovery premium funding allocation this academic year | £35,095 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £21,046 |
| 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 | £283,431 |

Part A: Pupil premium strategy plan

Statement of intent

The intention for all our students, no matter what background or challenges they have faced, is to work hard, enjoy learning and achieve highly. We have therefore designed a curriculum that challenges students to think hard, develop their character and understand diversity to ultimately leave this school equipped with skills and knowledge for future learning and employment. All our students will benefit from this vision and curriculum design, however, both the 3 curriculum strands of thinking hard; developing character; understanding diversity and the school's vision are based on the biggest deficits our disadvantaged students bring to the school.

Consequently, the focus of our pupil premium strategy is to support disadvantaged students to achieve the above no matter what ability. Vulnerable students, which includes students with mental health, attendance and trauma issues, young carers, and students who have external agency involvement, will also be considered.

Our objectives are ultimately our vision, and this strategy supports these based on the following 3 principles of high-quality teaching, specific, immediate and impactful targeted academic support and wider strategies considering the students' needs as a whole (e.g., mental health, attendance). The pupil premium strategy is directly linked and supported by the strategic whole school improvement plan. This strategy recognises the challenge of lost learning due the pandemic and the inequalities many of our vulnerable students and families experience.

The principle of high-quality teaching will impact positively on non-disadvantaged students as well, however the aim is to use especially the individual approach in principle 2 and 3 to level up the attainment inequalities,

Our objective for disadvantaged students to work hard, enjoy learning and achieve highly will be supported by the 3 key principles of this strategy and the evidence to support the impact will be based on soft and hard data.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Reading tests, classroom-based teacher observations of students and the first Year 7 English assessment compared to the previous year have shown that |

| | |
|---|--|
| | <p>disadvantaged students do not just have lower reading levels, but also lower literacy levels in general, and lower oracy levels.</p> <p>The percentage current year 7 students who have a below chronological reading age is 12%. The % assessment gap between non-disadvantaged students and disadvantaged students if comparing English assessments has increased by 5%, however the performance of the disadvantaged students compared to the disadvantaged students in the previous year has dropped by 8% compared to 3% for non-disadvantaged students.</p> |
| 2 | <p>Subjects like Maths and Science which rely heavily on retention, retrieval and high levels of cognition have shown an increased gap between disadvantaged and non-disadvantaged students when comparing year 7 assessment result.</p> <p>In Maths the non-disadvantaged students have maintained their %assessment results, while the disadvantaged students have dropped by 9% increasing the gap to 12%. In science, even though the non-disadvantaged students have dropped in their assessment results by 8% too, the disadvantaged students have dropped by 14% overall increasing the gap to 10%.</p> |
| 3 | <p>Our intervention records based on external and internal support in terms of mental health and wellbeing and based on teacher observations, show a rapid increase of interventions with 40 students receiving external support in the previous academic year, compared to 56 between September 2021 and December 2021. 52% of students who receive support in terms of mental health and well-being are disadvantaged students.</p> <p>The intervention themes range from increased anxiety levels, dealing with loss, self-harm, eating disorders and depression.</p> |
| 4 | <p>Our classroom-based observations of learning behaviour and behaviour in general shows that disadvantaged students, especially lower attaining disadvantaged students. lack self-regulation skills and meta-cognition.</p> <p>Based on behaviour records this especially applies to Maths and MFL, subjects which can easily cause cognitive overload leading to a lack of self-regulation.</p> |
| 5 | <p>Attendance data show that the attendance data of disadvantaged students has been at 88.5% since September 2021, which is 4% lower than the attendance of other students. This data is severely influenced by Covid-19 with 299 students having recorded non-attendance events due to Covid-19. This can currently not really be compared to 2019/20 data due to different attendance calculations due to Covid-19.</p> |

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 |
|------------------|------------------|
|------------------|------------------|

| | |
|--|---|
| <p>Improved reading, literacy and oracy levels, especially among disadvantaged KS3 students.</p> | <p>By the end of the current plan in 2022/23, the % of students whose reading age is below their chronological age per year group will be reduced by 10% overall and 20% for disadvantaged students. This will be demonstrated by testing the reading age of each student twice a year. The improvement will also be recognised through classroom observations.</p> |
| <p>Improved attainment results among disadvantaged students, not just considering end of KS4 results, but also biannual assessment results in English, Maths and Science across all year groups.</p> | <p>By the end of the current plan outcomes of end of KS4 results will demonstrate an increase in the average attainment 8 score by 8. It will also show a reduced gap from year to year in the %assessment results for English, Maths and Science for each year group.</p> |
| <p>Improved mental health and wellbeing for all students including the disadvantaged, and especially our vulnerable students.</p> | <p>By the end of the current plan, mental health and well-being data will show reduced levels of disadvantaged student referrals to be equal to non-disadvantaged student referrals. Student voice will also show</p> |
| <p>Improved learning behaviours, especially based on self-regulatory skills and metacognition</p> | <p>By the end of the current plan improved learning behaviours will result in less behaviour referrals, with disadvantaged students being in line with non-disadvantaged students. Classroom based observations and intervention reports will show improved self-regulation and metacognition</p> |
| <p>Improve attendance for pupil premium students especially those disadvantaged students whose attendance has deteriorated since the pandemic.</p> | <p>By the end of the current plan, the attendance gap between disadvantaged and non-disadvantaged students will be reduced to 2%, which will result again in an overall attendance of above 95%.</p> |

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £110,070

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Continue to develop high quality teaching based on Rosenshine’s principles in combination with high quality professional development based on upfront training and follow up support training sessions and instructional coaching via a short observation feedback. This is also supported by classroom based diagnostic testing to identify academic challenges and rigorous learning checks.</p> | <p>Rosenshine’s principles focus on explicit instruction, scaffolding the learning using explicit explaining in combination with modelling, cognitive strategies and retrieval and retention strategies. There is strong evidence that the described aspects of teaching support the learning of disadvantaged students effectively. Rosenshine’s principles also rely on learning checks with an 80% success rate.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Nayton, M., 2013. Improving achievement: what does the research tell us?. <i>Learning Difficulties Australia Bulletin</i>, 45(1), pp.18-20.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> | <p>2</p> |
| <p>Improve literacy, reading and oracy in all subject areas: -By training staff to deliver reading strategies to all students; - By using staff training to increase phonics teaching awareness and deliver phonics teaching specifically to low attaining and/or disadvantaged students across the curriculum; - By developing reading as an enrichment activity; - By developing high quality teaching of oracy in combination with collaborative learning and peer teaching; - By developing embedding and evaluating a curriculum where literacy, reading and oracy is an integral aspect</p> | <p>Improving literacy, reading and oracy levels is key to improve attainment in all subjects, but specifically for English, Maths and Science. It will directly impact on cognitive skills and consequently problem solving, skills specifically required in Maths and Science</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> | <p>1 and 2</p> |

| | | |
|---|---|----------|
| <p>Developing learning behaviours, especially based around self-regulation and metacognition: -By staff training to develop students in classroom situation; - By creating a range of intervention strategies which all staff are trained to use.</p> | <p>Metacognition and self-regulation have been shown to be inexpensive with high impact strategies as students have to think about their own learning more explicitly using taught strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | <p>4</p> |
|---|---|----------|

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

Budgeted cost: £82,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Literacy and Reading intervention for low attaining disadvantaged students based on phonics in Y7 and Y8 English but also MFL</p> | <p>A positive and statistically significant impact of butterfly phonics teaching has been shown at primary level and positive impact has been show at secondary level even though not statistically significant. The intervention also shows a lower impact on disadvantaged students, however considering the needs of the selected disadvantaged students the improvement in terms of comprehension and reading will be beneficial</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/butterfly-phonics?utm_source=/projects-and-evaluation/projects/butterfly-phonics&utm_medium=search&utm_campaign=site_search&search_term=ph</p> | <p>1</p> |
| <p>Targeted academic support in Maths, Science and English by using trained tutors for small group intervention during normal school hours and lessons, enhancing what is taught, allowing for more direct feedback and specific instruction</p> | <p>One to one tuition has shown to have high impact at low cost; however, it has also been shown that groups of up to 4 students, with intense tutoring over 10 weeks has high impact, with up to 4-month impact over a period of a year. It has also been shown to effectively impact on the performance of disadvantaged students</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=sma</p> | <p>1, 2</p> |

| | | |
|--|--|---------------|
| | | |
| Targeted support for students to develop metacognition and self-regulation skills by specialist support by the school psychologist, pastoral leaders and external agencies using a one-to-one approach and small group intervention approach | <p>Explicit instruction in metacognitive and self-regulation strategies can improve learning and can possibly add 7 months of progress and the impact is very high especially for disadvantaged students. However, even if teachers are trained in delivering strategies it can be overwhelming for them and consequently for students with great need in this area explicitly teaching them the strategies outside the classroom context can prepare them for teachers to explore metacognition and self-regulation in terms of learning in the classroom. This can be in turn also support to development from guided to independent practice as per Rosenshine's principles.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&utm_medium=search&utm_campaign=site_search&search_term=metac</p> | 1, 2, 3, 4, 6 |
| | | |

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

Budgeted cost: 91,261

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Improving and embedding the mental health and wellbeing programme: -by using the school psychologist and the external mental health and support team to deliver CBT intervention. – by training staff on recognising mental health and well-being issues. – by increasing signposting awareness; - by developing a whole school approach to the six steps of wellbeing; - by developing a</p> | <p>There is emerging evidence for a range of targeted and whole-school approaches to improving social and emotional skills and promoting well-being. These range from using Cognitive Behavioural Therapy (CBT) to reduce anxiety, to whole-school social and emotional learning curricula and parenting programmes. However, more work to show what really works is still needed with a particular focus on disadvantaged students. Overall, it has been shown so far that social and emotional development, mental health and wellbeing should be seen as connecting with (and contributing to) teaching and learning, not competing with them.</p> | 3, 6 |

| | | |
|--|---|------------|
| <p>curriculum where mental health and wellbeing plays an integral part.</p> | <p>https://educationendowmentfoundation.org.uk/news/building-social-and-emotional-learning-into-the-classroom?utm_source=/news/building-social-and-emotional-learning-into-the-classroom&utm_medium=search&utm_campaign=site_search&search_term=well-being</p> | |
| <p>Increasing attendance by continuing to develop:- parental engagement; - support before and after school; - increasing level of communication with parents especially text messages and emails; - designing home learning which parents can support; - offering sustained and intensive support to parents if needed</p> | <p>Increasing parental engagement needs to specifically based on activities to engage parents with the students learning and can add up to 4 months of additional progress but is sometimes hard to develop at secondary level.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=paren</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=paren</p> | <p>6</p> |
| <p>Contingency fund for acute individual support</p> | <p>A fund to support students in need, when there is a quick response required or so they can successfully access the curriculum in terms of enrichments, home learning, and/or to remove barriers to learning in school.</p> | <p>All</p> |

Total budgeted cost: £283,431

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.

Our teacher assessed grades during 2020/21 suggested that performance of disadvantaged students was improving if compared to the 2019/20 results, as in the A8 gap was reduced by 2.15. However, in areas such as Maths and English the A8 gap has remained constant, while in Science the grade 9-4 performance gap, if considering 2 Science GCSEs above a grade 4 has been reduced by 21%.

In Science, this could be due to the assessment method being changed from long term end of year examinations to short term substantial pieces of work assessments, especially supporting disadvantaged students due to short and intense bursts of revision and short-term achievable goals with targeted teacher support.

2019/2020 attendance figures cannot be compared to 2020/21 attendance figures, we therefore have focus on groups of students whose attendance seem to have been negatively impacted by Covid-19, and unfortunately it has affected disadvantaged students more than non-disadvantaged students. This has already been discussed in the challenges section of this strategy.

The 2020/21 pupil premium strategy focussed heavily on engaging parents and students with online learning to minimise the impact of lost learning. The attitude to distance learning figures from 2020 if compared to attendance to online learning during 2020/21 showed improved attendance across all students but also improved attendance of disadvantaged students.

The 2020/21 pupil premium strategy also caused the development of an intense parental engagement network, especially for parents and students of extreme needs and our mental health support increased dramatically.