Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1002
Proportion (%) of pupil premium eligible pupils	311 (31%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2020/21 to 2022/23 to 2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Ian Gates Headteacher
Pupil premium lead	Elisabeth Zambo Assistant Head Teacher
Governor / Trustee lead	Sarah Foxall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288,765
Recovery premium funding allocation this academic year	£83,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£371,890

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 linked and supported by the strategic whole school improvement plan. This strategy recognises the challenges and 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 individualised approaches outlined 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 most recent assessment of current year 8 students (June23) compared to the

	previous year have shown that disadvantaged students do not just have lower reading levels, but also lower literacy levels in general, and lower oracy levels. The percentage of current year 7 students who have a KS2 reading result below 100 is 31%, compared to current Y8 students of 33%. This might indicate the previously observed downward trend in the school's intake has levelled out, but it still means that 34% of our student are low ability students. The most recent current Y8 assessment results (June23) show that 75% of disadvantaged students are a concern compared to 43% of non-disadvantaged students, which further highlights the need of reading and literacy interventions, and to persevere with the high focus on literacy development across the curriculum. (to be updated with more current reading and assessment data Dec 23).
2	Subjects like Maths and Science which rely heavily on retention, retrieval and high levels of cognition have persistently shown a gap between disadvantaged and non-disadvantaged students, making the continued development of long - term memory but also high-level thinking skills (analytical ad evaluative) a persistent challenge and hence the close link between these skills and the curriculum developments in all subjects. The most recent year 8 assessment (June 23) shows that 63% of disadvantaged students (compared to 34% of non-disadvantaged) are a concern in Maths, with an improved score in science of 21% for disadvantaged students. Assessments in other year groups and in the 2023 Y11 exam analysis confirm high level evaluative and analytical thinking skills as a challenge, with questions relying on long term memory and basic recall improving. (to be updated with most recent year 7 and year 8 assessment results, Dec23)
3	Our intervention records based on external and internal support in terms of mental health and wellbeing and based on teacher observations, has continued to show a rapid increase of interventions with 887 safeguarding concerns raised on CPOMs during 2022/23, 126 students receiving internal structured support and more than 200 if the check ins are included. 59 students have had external support organised by the school. The high level of mental health support need is also reflected in our SEN register with SEMH being the highest group of students, but also increases our need for speech language intervention support as many SEMH students also show SLCN traits. The intervention themes range from increased anxiety levels, anger, low mood, depression, dealing with loss, self-harm, eating disorders and OCD.
4	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. Based on behaviour records this especially applies to subjects which can easily cause cognitive overload leading to a lack of self-regulation and have so far resulted in developing a variety of behaviour based intervention strategies, and has required further developments to allow students at the risk of exclusion to receive support and interventions in a newly developed part of the school (Rose buiding).
5	Attendance data of disadvantaged students has been at 83% since September 2022, which is 8% lower than the attendance of other students, and consequently challenge 5 is the most important challenge of these 5

	challenges, as it directly impacts on challenges 1 to 4. This statement is also supported by the high number of PA and <50% attended disadvantaged students (see impact statement 22/23)

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
Improved reading, literacy and oracy levels, especially among disadvantaged KS3 students.	By the end of the current plan in 2023/24, 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.
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.	By the end of the current plan outcomes of end of KS4 results will demonstrate reduced gap in the 5+E/M figure. It will also show a reduced gap from year to year in the % assessment results for English, Maths and Science for each year group.
Improved mental health and wellbeing for all students including the disadvantaged, and especially our vulnerable students.	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 improved wellbeing.
Improved learning behaviours, especially based on self-regulatory skills and metacognition	By the end of the current plan improved learning behaviours will result in less behaviour referrals, with disadvantaged students being similar to non-disadvantaged students. Classroom based observations and intervention case studies will show improved self-regulation and metacognition
Improve attendance for pupil premium students especially those disadvantaged students whose attendance has deteriorated since the pandemic.	By the end of the current plan, the attendance gap between disadvantaged and non-disadvantaged students will be reduced, which will result again in an overall attendance of above 95%.

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: £85,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.Continue to develop high quality teaching based on Rosenhine's principles linked to a curriculum which responds to the needs of students and supported by high quality professional development based on upfront training and follow up support training sessions and instructional coaching via an instructional coaching approach; - By continuing to: focus the development of the curriculum strand of thinking hard (linked to evaluative and analytical thinking skills); develop retrieval practice to build long-term memory; by developing live marking to support the importance of instant feedback in retrieval practice; by developing a home learning strategy which re-enforces classroom learning.	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. Roseshine's principles also rely on learning checks with an 80% success rate. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf Nayton, M., 2013. Improving achievement: what does the research tell us?. *Learning Difficulties Australia Bulletin*, *45*(1), pp.18-20. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom Agarwal, P.K., et al., 2017.Benefits from retrieval practice are greater for students with lower working memory SecEd. Best Practice Case study: Transforming your homework policy	2
2. 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	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	1 and 2

across the curriculum; - By developing reading as an enrichment activity; - By developing high quality teaching of oracy to improve thinking skills; - By embedding and evaluating the curriculum where literacy, reading and oracy is an integral aspect; - By embedding 20 minutes of reading across the school; - By embedding reciprocal reading in all subject areas.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/news/voices-from-the-classroom-thinking-aloud-to-support-pupils-mathematical-problem-solving?utm_source=/news/voices-from-the-classroom-thinking-aloud-to-support-pupils-mathematical-problem-solving&utm_medium=search&utm_campaign=site_search&search_term=thinking https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Reading_Programmes_for_Secondary_Students_Evidence_Review.pdf?v=1700500544 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading#:~:text=Reciprocal%20reading%20is%20a%20structured,less%20common%20in%20the%20UK.	
3. 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 delivered by relevant staff.; - By staff training to further develop the understanding of neurodiversity; -By training teaching staff to support the growing SEMH and SLCN need in the classroom (ELSA and ELKLAN trained LSAs); By sharing good practice in staff training session and weekly bulletin;	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. Communication and languages approaches have been shown to have very high impact for very low cost and so have emotional based literacy approaches. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	4

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

Budgeted cost: £127,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and Reading intervention for low	A positive and statistically significant impact of butterfly phonics teaching has been shown at	1

attaining disadvantaged students based on phonics in Y7 and Y8 English. An ambassador reading programme to support the middle ability reader. A love for reading programme. A word of the month programme to develop key terminology. A structured placemat approach to support low ability learners (SLCN linked)	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. Peer reading has shown to have a positive impact on learning when pupils are provided with support that ensures the quality of interaction is high, and peer readers are trained accordingly. 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/peer-tutoring-in-secondary-schools?utm_source=/projects-and-evaluation/projects/peer-tutoring-in-secondary-schools&utm_medium=search&utm_campaign=site_search&search_term=love%20for%20reading https://educationendowmentfoundation.org.uk/news/eef-blog-wrapped-up-in-reading-building-longevity-into-book-gifting?utm_source=/news/eef-blog-wrapped-up-in-reading-building-longevity-into-book-gifting&utm_medium=search&utm_campaign=site_search&search_term=love%20for%20reading	
Targeted small group support with the specific focus on disadvantaged students with SEN needs in combination with strategic deployment of Learning Support Assistants in combination with extensive staff training on the trends of needs identified within the school: - By developing and embedding a MITA LSA approach across the school; - by training teachers and LSA to collaborate effectively in the classroom; - by developing a strategic	Strategic deployment of LSAs and small group interventions delivered by LSAs rely on training of LSAs and teaching staff to be highly successful. The average impact is about four months' progress, especially with targeted small group interventions and when LSAs are deployed to the classroom a similar level is achieved if LSAs and teachers work together effectively. The small group interventions are linked to Literacy and Numeracy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants	1, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
deployment of LSAs across the school;		
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, an offsite education area (ROSE building) and small group intervention approach	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 in turn also support to development from guided to independent practice as per Rosenshine's principles. 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 Y7 students: https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning?utm_source=/news/prioritise-social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=emotio	1, 2, 3, 4

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

Budgeted cost: 159,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 increasing signposting awareness; - by embedding a whole school approach to the six steps of wellbeing; - by developing a curriculum where mental	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	3, 4, 5

health and wellbeing plays an integral part; - by continued staff training on mental health awareness and management of it; - by embedding systems which allow to identify early intervention needs; - by embedding intervention groups, especially based on anxiety and anger; - by embedding a mental health ambassador approach to increase student participation and student voice; - by continuing to develop our character education as part of our curriculum in the classroom, during reflection time and interventions (group and 1:1).	emotional development, mental health and wellbeing should be seen as connecting with (and contributing to) teaching and learning, not competing with them. 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 https://medicalxpress.com/news/2023-10-functional-mri-shifts-brain-overthinking.html?fbclid=IwAR26H2M2wiSPIBuLO-ZHAE_eupDZrw6bs-RYEOXTt16hI_guN54_G4FHqw8_aem_AXwEyin5HI8CC7MYqUmhO-i6kacO56_cvY28dv-aY-V_4_wYmRtLAyMry_LtTrWw0Nc https://www.psychologytools.com/professional/techniques/rumination-focused-cognitive-behavioral-therapy-rfcbt/ https://educationendowmentfoundation.org.uk/news/building-social-and-emotional-learning-into-the-classroom	
Increasing attendance by continuing to develop:- parental engagement; - support before and after school; - increasing level of communication with parents; - designing home learning which parents can support; - offering sustained and intensive support to parents if needed; - continuing to develop the emotional based school avoidance (EBSA) unit to facilitate lower levels of anxiety when returning to the classroom; - embed robust tracking systems allowing early interventions; - develop strategies implemented by tutors to increase attendance with a reward system	Increasing parental engagement needs to be 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. Continuing the development of the EBSA unit allows students to bridge the anxiety gap between complete avoidance and attending school. 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 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 https://www.annafreud.org/schools-and-colleges/resources/addressing-emotionally-based-school-avoidance/	5
Contingency fund for acute individual support	A fund to support students in need, when there is a quick response required or so they can successfully access the curriculum in	All

	terms of enrichments, home learning, and/or to remove barriers to learning in school.	

Total budgeted cost: £371,900

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 2022 to 2023 academic year.

Our GCSE results have returned to pre-pandemic levels of 55% 4+E/M and 30% 5+E/M. Out of 50 (35%) of pupil premium students, 44% achieved a 4+E/M compared to 62% of the 91 non-disadvantaged students. Even though the 4+E/M results have returned to pre-pandemic levels, the gap has reduced by 1% (2023 gap: 18%) if compared to 2022/23. The 5+E/M gap was 19%. Maintaining the gap shows that the focus on direct instruction in the classroom, the use of meta-cognition based interventions and the relentless focus on reading shows impact even with a year group whose attendance has suffered severely since the pandemic with a high level of emotionally based school avoidance. 24% of pupil premium students had missed more than 40% of possible sessions, 36% missed more than 1/3 of their education. These figures compare to non-pupil premium students with 13% and 19% respectively. Overall, even though attendance of Y11 pupil premium students was severely affected, the gap was maintained highlighting even further that in and outside based interventions and teaching and learning approaches have a positive impact.

The pupil premium attendance was 82.65% in 2022/23 compare to the non-pupil-premium attendance of 90.89%. As already discussed above the PA figure for pupil premium students was high, 49.7%. The attendance interventions throughout the academic year of 2022/23 were stepped up and the PA figure improved from 57.69% to 41.77%. 15 (4 year 11 students, 3 obtained GCSE results, 2 achieved 4+E/M, 1 achieved 5+ in English Literature and Language) students joined the EBSA (emotional based school avoidance) unit, of which 2 students transitioned successfully back to main school. The hybrid time table and interventions show a positive impact as their attendance is improving.

As this is a 3-year plan, some of the interventions will show more and more impact as students move through the school, e.g. with the phonics intervention, in year 7, 67% of the phonics cohort improved – out of the improved students 36% are SEN and 71% and PP, with an average increase of 6 months. Year 8 shows similar trends. Learning walks and SOFs show that students are using the phonics across subjects to decode a range of reading. Students who were not confident with reading aloud and would avoid it are now reading aloud whole pages of novels and other reading using the strategies that they have learnt in phonics. Overall, the impact of all reading interventions was positive with 72% of current year 8 pupil premium students made or exceeded expected progress (This group had the most interventions such as phonics and reading

with reading leaders) 59%, 68% and 58% of year 9, 10 and 11 (current year groups) pupil premium students made or exceeded expected progress.

An overall statement of all metacognitive based interventions is difficult to make but case studies show positive impact. Considering just the mental health support offered to disadvantaged students during 2022/23 by our school psychologist and senior mental health lead,126 students were involved, being part of 1:1 support or workshops based on anger, bereavement and anxiety. Out of these 126 students 28 continued with their support into this academic year. These figures do not include daily check-ins and the support the pastoral, teaching and medical team provide students with However, the 887 raised mental health based safeguarding concerns on CPOMs by all staff show that the mental health support need exists, with 59 students being referred to external support, out of which 24 are still ongoing. As a school, we have currently a pool of 70 interventions (linked to SEN, mental health, attendance, behaviour and academic) to draw from and the success of these can only be judged on an individual basis.

The 2022/23 pupil premium strategy further developed our parental engagement network, increasing the number of attendance home visits, parental workshops, support especially for parents and students of extreme needs. Overall, this is a strategy which aims to support the more and more complex needs of students which demands the whole staff body, teaching and non-teaching to work together closely on a daily basis.