



Pupil premium strategy statement – The Cottesloe School 2023-2024

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	The Cottesloe School
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021 to 22 2022 to 23 2023 to 24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	S Jones
Pupil premium lead	A Passaro
Governor / Trustee lead	Kim Pollard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,495
Recovery premium funding allocation this academic year <i>Recovery premium received in the academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£18,492
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>funding, state the amount available to your school this academic year</i>	£7,528,783



Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for our disadvantaged pupils?

For all PP students to play a full and successful part in the academic and wider school community. To achieve this we aim to:

1. To ensure that all PP students participate in the academic and wider curriculum to the same extent as their peers
2. To ensure that PP students on average make increasingly good progress year on year (i.e. Achieve on average a value-added Progress 8 Score within 5 years (2026))
3. To increasingly address and remove the barriers faced by our PP students e.g. literacy, poor attendance, lack of social capital, etc.
4. For PP post 16 destination data to reflect an increasing number of students accessing level 3 pathways

To achieve these objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high-quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff, in all subjects.

However, internal data suggests that weak literacy can be a substantial barrier for many of our students, especially PP (Disadvantaged) and therefore developing literacy in both KS3 and KS4 is core to this plan, alongside other specific interventions, and working with our feeder schools based on identified need.

Finally, there is both internal data and academic literature that highlight the need for high-quality pastoral support and attendance intervention to meet the needs of our PP students, especially for our LAC and post-LAC students. As such funding is directed to ensuring that high-quality pastoral care is available to all students, including a specific specialist team to support the most vulnerable students in Team Hub, and attendance intervention from our Attendance Officer and Pupil Premium Champion.

What are the key principles of our strategic plan?



The strategic plan is based on the following principles:

- We promote an ethos that promotes the school's values of "Prepare, Aspire, Achieve" for all, regardless of disadvantage or need.
- That we are an evidence-based school and that decisions and interventions are based on research and data
- That the most effective method of addressing disadvantage is through a strong focus on improving teaching and learning, as advocated by the EEF
- That developing literacy of students, especially where literacy is below chronological age is essential so that students can access the wider curriculum.
- That providing high-quality pastoral and career support is essential to meeting the wider needs of all students
- That the use of a robust monitoring system, focused on outcomes, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding
- That specific interventions should be based on identified needs.
- That PP funding is leveraged to benefit as many students as possible, including non-PP students.

Challenges

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

Challenge number	Detail of challenge
1	PP students have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS3 and KS4
2	PP students' attendance is lower than their peers
3	PP students' reading ages are lower on average than their peers on entry to the school
4	PP students' attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort



5	PP students' Home Learning Environment, social capital and parental engagement (e.g. attendance at parents' evenings) are on average lower than their peers. Many students live in areas of significant deprivation, especially educational deprivation.
6	The impacts of COVID-19 and Lockdown have had a disproportionate effect on PP students compared to their peers

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
Improve student outcomes at GCSE	Reduce the variance in the P8 estimates between disadvantaged and non-disadvantaged pupils
Improve attendance of PP students	Attendance for PP in line with peers by 2024
Improve PP students' attitude to learning and reduce the number of FTE given to PP students so that it is in line with their peers	<p>Reduced behavioural incidents.</p> <p>Reduce the variance in the number of external suspensions between disadvantaged and non-disadvantaged pupils</p>
<p>Provide high-quality CEIAG provision to all PP students i.e.:</p> <ul style="list-style-type: none"> ● Improve access to further education paths in post-16 education. ● Ensure all PP students are provided with at least two meaningful encounters with a careers adviser. ● Improve attendance of PP students to careers-related trips and experiences. ● Improve access to further education paths into post-16 education. ● Ensure all PP students are provided with at least two meaningful encounters with a careers adviser 	<p>All Pupil Premium students will be supported by appropriate advice and options pathways to allow for progression.</p> <p>Students are supported to attend all appropriate experiences and opportunities.</p>



Increase PP parents' engagement with school	Attendance at parent's evening for Pupil Premium will be in line with their peers by 2024
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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: £ 6,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists	Research reported by the DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher	1,4
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high-quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) and Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months Assessment for learning/feedback + 6 Months	1,4
CPD and TandL briefings were implemented to develop consistent high-quality behaviour for	CPD is based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015) This is further supported by the EEF Tool Kit (2021) which claims that effective behavioural	1,4



learning techniques in all lesson	management strategies 1,4, have the benefit of significant improvement in learning i.e. +4 Months to learning	
Regular assessments to identify underperforming students and to signpost interventions.	Wider educational literature e.g. Lemov (2010) and Sherrington, (2019) highlights the importance of effective assessment in improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant 1,4 5 improvement in learning i.e. plus 7 months impact	1,4
QA led by the teaching and learning Team, SLT and HoDs to provide developmental feedback, identify training needs and share best practices.	DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development. Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports the strategy of sharing good practice.	1,4

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

Budgeted cost: £ 58,926

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing subject-specific revision and intervention sessions. E.g. In school and lunchtime sessions Providing specific revision material e.g. revision guides	Engagement scores for PP students during lockdown were lower than those of their peers, suggesting larger gaps in knowledge. In-house assessment data suggests that targeted academic intervention of grade 4/5 students has had a significant impact on mocks in previous years. This is supported by the EEF Toolkit (2021) which reports that extending	1,5,6



	the school day has an effect of + 3 Months.	
Increased 1:1 career adviser Interviews	CEC report (2020): highlights the importance of career guidance. Effect sizes reported by Hattie (2016) show that career interventions have an effect size of +0.38 and are likely to have a positive effect on student achievement	1,4
KS3 Accelerated Reader. Promote programme to staff in other departments in twilight sessions	Accelerated reader has been reported (Baye, Slavin, and Haslam, 2019) to have a significant effect size of +0.24 (p<.05).	

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

Budgeted cost: £ 146,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high-quality pastoral care including mentoring and support of vulnerable students by extended pastoral team	Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs have an effect size of 0.77.	1,4
Targeted attendance activities, including: <ul style="list-style-type: none"> Review and update attendance policy Incorporate attendance into transition planning Work with PP parents and students to identify specific 	Research presented by organisations such as the Welsh Assembly Government (2011) and Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP student	1,2



<p>barriers to attendance</p> <ul style="list-style-type: none"> Target support based on specific barriers 		
Continued rollout of Chromebooks to all students, facilitating subsidised access to devices for Pupil Premium students	Wider literature e.g. Colman (2021) shows that PP students are significantly affected by the digital divide, especially during the pandemic.	1,5,6
<p>Increase Parent Evening engagement by:</p> <ul style="list-style-type: none"> Develop early online booking for PP parents Where PP parents have not attended, encourage alternative contact via Pastoral staff 	Current evidence suggests that many Pupil Premium parents do not attend parents' evenings. EEF Toolkit (2021) reports that effective parental engagement can have +2 months benefit to student progress	1,4,5
Ensure that students can access full taught and extra curriculum	EEF's tool kit reports +2 months to benefit from both arts and sports participation	5
Continued development of leadership of PP e.g. Continued appointment of pupil premium champion	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, and Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement	1,2,3,4,5,6
Increase the number of career events attended by Year 9 to 11 students to 1 per year	CEC report (2020): highlights the importance of career guidance. Effect sizes reported by Hattie (2016) show that career interventions have an effect size of +0.38 and are likely to have a positive effect on student achievement	4
Data Manager to ensure robust	The EEF's guide "Putting Evidence to Work, A Guide for	1,2,3,4



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tracking systems are in place	Implementation” (Sharples, Albers, and Fraser, 2018) – highlights the importance of building teams such as “data teams” to improve leadership capacity and deliver school improvement	
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Total budgeted cost: £ 211,216



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria	Evaluation
Improve student outcomes at GCSE	Reduce the variance in the P8 estimates between disadvantaged and non-disadvantaged pupils	Average P8 of disadvantaged pupils = -0.47 vs. non-disadvantaged +0.24 (variance of 0.71)
Improve attendance of PP students	Attendance for PP in line with peers by 2024	2022/23: disadvantaged pupils (84.3%) versus non-disadvantaged (93.2%) Note - the school's average attendance is higher than the national average (92% vs. 90.7%)
Improve PP students' attitude to learning and reduce the number of FTE given to PP students so that it is in line with their peers	Reduced behavioural incidents. Reduce the variance in the number of external suspensions between disadvantaged and non-disadvantaged pupils	
Provide high-quality CEIAG provision to all PP students i.e.: <ul style="list-style-type: none"> Improve access to further education paths in post-16 education. Ensure all PP students are provided with at least two meaningful encounters with a careers adviser. Improve attendance of PP students to careers-related 	All Pupil Premium students will be supported by appropriate advice and options pathways to allow for progression. Students are supported to attend all appropriate experiences and opportunities.	All disadvantaged pupils have completed their designated career interviews. In addition, PP pupils have completed career opportunities, such as: <ul style="list-style-type: none"> Y11 Progress Evening Careers Fair Unifrog registration



<p>trips and experiences.</p> <ul style="list-style-type: none"> • Improve access to further education paths into post-16 education. • Ensure all PP students are provided with at least two meaningful encounters with a careers adviser 		
<p>Increase PP parents' engagement with school</p>	<p>Attendance at parent's evening for Pupil Premium will be in line with their peers by 2024</p>	

Further information (optional)

This year is the final year of the pre-existing 3-year cycle. During this time, there have been changes in personnel in some of the key roles relating to the coordination of Pupil Premium initiatives. The vast majority of this statement is a logical continuation of the pre-existing statement.

A new three-year cycle will be implemented at the beginning of the 2024/25 academic year which will be designed by the post holders.