



Prepare | Aspire | Succeed

Pupil Premium Strategy Statement 2021 to 2022

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 Cottesloe School
Number of pupils in school	1107
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 to 22 2022 to 23 2023 to 24
Date this statement was published	January 2022
Date on which it will be reviewed	December 2022
Statement authorised by	
Pupil premium lead	Richard Peel
Governor / Trustee lead	Kim Pollard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,505
Recovery premium funding allocation this academic year	£19,575
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	£158,080

Part A: Pupil premium strategy plan and 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 KS 3 and 4 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 highlights 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 Careers 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 need**.
- 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 KS 3 and 4
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) is on average lower than their peers. With many students living in areas of significant deprivation, especially educational deprivation.
6	The impacts of Covid19 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 strategic plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve student outcomes at GCSE	Pupil Premium students achieve aspirational target grades equivalent to non-pupil premium students.

To ensure the continued provision of “quality first teaching” in all classrooms	Regular monitoring and observations recognise high-quality teaching in all classrooms.
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	Reduced behavioural incidents. FTE inline with peers.
Ensure that all students experience a positive learning environment where all students feel challenged and confident to contribute and ask questions.	All students feel challenged and confident to contribute and ask questions.
PP students to engage in a wide range of enrichment activities to the same level as their Non-PP Peers	Pupil Premium students attending enrichment opportunities, with transportation/funding barriers navigated.
<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 in to post 16 education. <p>Ensure all PP students are provided with at least two meaningful encounters with a careers adviser.</p>	<p>All Pupil Premium students, being supported by appropriate advice and options pathways to allow for progression.</p> <p>Students are supported to attend all appropriate experiences and opportunities.</p>
Improve the literacy of PP students through the KS 3 accelerated learner programme and the KS4 reading Plus Programme	<p>Reading ages of Pupil Premium students in KS3 to be in line with non-PP students by June 2024</p> <p>Frequency of quizzes to be in line with non Pupil Premium students</p> <p>Reading ages of Pupil Premium students in KS4 to be in line with non-PP students by June 2026</p> <p>Reading proficiency to be in line with non Pupil Premium students by June 2026</p>
Increase PP parents' engagement with school	Attendance at parents evening for Pupil Premium is in line with their peers by 2024

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: £ 26,379

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 implemented to develop consistent high-quality behaviour for learning techniques in all lesson	CPD to be 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 management strategies 1,4, have a benefit of significant improvement in learning i.e. +4 Months to learning	1,4
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

	improvement in learning i.e. plus 7 months impact	
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: £ 13,668

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 that 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 the school day has an effect of + 3 Months.	1,5,6
Increased 1:1 career adviser Interviews	CEC report (2020): <u>highlights the importance of careers guidance</u> . Effect sizes reported by Hattie (2016) show that Careers 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).	1,3
Small group tuition using School-led tutoring	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit	1,6

	and 1:1 tuition can have a benefit of +5 months	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 118,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high-quality pastoral care including mentoring and support of vulnerable students by Behaviour Managers	Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has 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 barriers to attendance Target support based on specific barriers	Research presented by organisations such as 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
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 significantly affected by the digital divide, especially during the pandemic.	1,5,6
Increase Parent Evening engagement by: <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 number of careers events attended by Year 9 to 11 students to 1 per year	CEC report (2020): <u>highlights importance of careers guidance.</u> Effect sizes reported by Hattie (2016) show that Careers 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 tracking systems are in place	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, and Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve leadership capacity and deliver school improvement	1,2,3,4

Total budgeted cost: £ 158,080

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 2020 to 2021 academic year.

INTENDED OUTCOMES		
Specific Outcomes	Success Criteria	Evaluation
A	To enhance the curriculum, including preparations for further closures, by building on the successful introduction of Google educational tools to create a sustainable model for the use of ICT to support learning in and beyond the classroom.	<p>All PP students being able to engage with Google Classroom, both at home and in School, ensuring they can access the curriculum at any point.</p> <p>Google Classroom fully embedded in all classrooms with every student accessing their subject classwork, homework and resources.</p> <p>Additional classrooms in place to provide work for students not in school.</p>
B	To improve outcomes for HPA, disadvantaged and diminish attainment gaps between boys/girls through the development of a robust data management system that informs interventions and strategies.	<p>A clearly structured intervention programme that results in a closing of the gaps between PP and Non-PP.</p> <p>15% Pupil Premium students achieved a grade 7 or above, (11% targeted to do so).</p> <p>Interventions to support students, including additional</p>

			tutoring were provided.
C	To further improve the culture of wellbeing through the curriculum, including RSE, promoting equality and diversity, reducing our environmental impact and the effective use of support staff and resources to support C-19 recovery.	A broad and balanced curriculum that not only supports academic learning but also the culture of wellbeing, particularly with the impact of C19.	<p>A broad and balanced curriculum is now embedded within the school.</p> <p>Wellbeing of students is at the forefront with a wide range of support strategies in place, for example, The base, Team Hub, strong Pastoral support and clear guidance for curriculum choices.</p>
D	To implement a coherent and cohesive plan to use 'Catch Up' funding post-C-19 that enables students to take their next steps in education, training or employment.	Catch up funding is directed towards the closing of gaps in students learning to ensure they move forward	Catch-Up programmes in place. External providers such as MyTutor were used, with further interventions and School-Led tutoring in place to support Pupil Premium students.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A