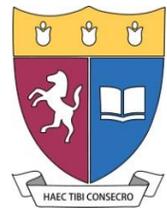


Coopers School Pupil Premium 2015-2016

'Awaiting enquiries for exam results to inform the report for 2016-17 and strategy for 2017-18'



Schools Strategic Priority:

To raise the academic attainment and aspirations of students from disadvantaged backgrounds and further diminish the differences in academic performance and destinations between PP and non PP students nationally.

What is Pupil Premium?

Pupil Premium is a government initiative introduced in April 2011 that provides additional funding to publicly funded schools in England. It is for students in Years 7 to 11 primarily for those who are eligible for free school meals (FSM). Effective from April 2012 the initiative was extended to include students who had been awarded FSM status at any point in the last six years (referred to as FSM 'Ever6').

From April 2014 children who are looked after attracted a higher rate of funding than children from lower-income families, this "Pupil Premium Plus" funding allocation reflects the unique challenges that they face at school.

A premium has also been introduced for children whose parents are currently serving in the armed forces; this service premium is designed to address the emotional and social well-being of these students.

Research has demonstrated that students from deprived or disadvantaged backgrounds underachieve academically compared with their peers from non-disadvantaged backgrounds. However, it is important to recognise that not all students from disadvantaged backgrounds underachieve academically and as a school we have to decide how best to spend the funding to support all of our Pupil Premium students.

The government believes that the Pupil Premium is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that the funding can provide the support necessary for these students to achieve their full potential.

Barriers to Academic Progress

There is generally no single thing that acts as a barrier to learning for students. However, research has shown that the following barriers tend to have the greatest negative impact on academic progress:

- Low attendance at school
- Poor punctuality to school and lessons
- Low attainment in a core subject that hinders access to the wider curriculum, such as low literacy levels
- Low personal confidence and resilience
- Non completion of homework
- Low generational or parental aspirations

Funding Allocation for Coopers School

The basic pupil premium is allocated to schools for each child who has been awarded the 'Ever 6 FSM' status. Funding is allocated for any student who meets the following criteria:

- Has been in receipt of free school meals (FSM) at any point in the last 6 years - £935 per child
- Has been continuously looked after (LAC) for the past six months - £1900 per child
- Has been adopted from care under the Adoption and Children Act 2002 - £1900 per child

- Has left care under a Special Guardianship or Residence Order - £1900 per child

The government believes that school leaders should decide how to use the Pupil Premium. We are held accountable for the decisions made through:

- The performance tables which show the performance of disadvantaged students compared with their peers both in school and more importantly nationally.
- The Ofsted inspection framework, under which inspectors focus on the attainment of student groups, and in particular those who attract the Pupil Premium
- The reports for parents that schools have to publish online

How much funding do we receive?

For the academic year of 2016/17, Coopers School will receive a total of £331,925, this is funding for the 355 Pupil Premium students that represent 30.8% of our total secondary school cohort.

Historic Pupil Premium Profile

	2013-2014	2014-2015	2015-16	2016-17
Percentage / total number of Pupil Premium students	33.2%	32.7%	32.6%	30.8%
Number of students eligible for Pupil Premium	362	357	378	355
Number of Looked after children eligible for Pupil Premium	5	5	4	3
Number of children previously looked after/ adopted from care/ special guardianship		5	5	4
Total	£325,800	£333,795	£353,430	£331,925

As can be seen in the table above, the percentage of Pupil Premium students that make up the secondary school cohort at Coopers School has remained relatively consistent over the last 4 academic years.

Effective use of the Pupil Premium

Ofsted has produced a report on how schools are effectively using their Pupil Premium funding to maximise achievement, these include strategies such as:

- Carefully considering the home circumstances of each individual student.
- Considering if poor behaviour, exclusions from school or low attendance were hindering academic progress.
- Reflecting on strategies which best support older students to study independently both in and out of school.
- Working with students to improve emotional skills where this was identified as a barrier to learning.
- Raising students' aspirations to ensure that low expectations were not a barrier to achievement.

A copy of this report 'Ofsted: Spending the Pupil Premium successfully to maximise achievement' can be downloaded from:

<http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>

How we spend our funding

As a school we are committed to closing the attainment differences between our disadvantaged students and their non PP peers nationally. We continue to strive to do this by ensuring that the curriculum we provide is challenging and appropriate for learners of all abilities providing the necessary stretch and challenge to raise attainment. We employ the best subject specialist teachers to educate our students and work toward our goal of eradicating the attainment gap.

Our Pupil Premium funding is spent both in an integrated and individualised way, to ensure that entitled students receive the opportunity for additional support, use of facilities and extracurricular opportunities.

Examples of this across all key stages are the additional staffing allocated. Each Year Group has its own Academic & Pastoral Support Team, led by an Assistant Principal. Each Year Group has a Director of Learning who tracks academic progress and works closely with the Head of Year who leads on pastoral matters. We have HLTA's in all subject areas including Maths and English who lead on targeted intervention and support. We also have specialist learning support TA's who provide specific support for individual students.

At Key Stage 3 and 4 support is targeted for those with the greatest need, defined by progress against target, reading age and attendance. Funding is used to provide home visits, additional in-school tuition, study materials and resources to support the academic enrichment and intervention programme.

Coopers has also provided uniforms for those struggling to meet the cost of the basic dress code. We also support educational trips where required to ensure they are fully inclusive.

In addition, the Pupil Premium allocation is used to provide targeted intervention for students with low reading ages. It is also used to provide programmes related to behaviour, pastoral support, additional classes to improve student progress, revision programmes, trips and activities and special projects.

Our key objectives as a school are as follows:

Curriculum	Develop further the range of intervention strategies in use to ensure the raising the academic attainment and aspirations of students from disadvantaged backgrounds and further diminish the differences in academic performance and destinations between PP and non PP students nationally
Teaching and Learning	Further improve teaching and learning across school and for targeted cohorts
Wider Outcomes	Provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom
Attendance	Implement strategies addressing the attendance gap between PP non PP students
Attitude to learning	Implement strategies to improve PP students' attitude to learning and aspirations.

The above list is not exhaustive or prohibitive, as a school we continually review each unique situation independently and determine the most suitable course of support on an individual basis, reviewing and providing funding on a case by case situation as they arise.

Academic Outcomes

As a school we have worked tirelessly to ensure we are eliminating the differences in academic attainment of our disadvantaged students in comparison to both their peers nationally.

In 2015/16 54.0% of Pupil Premium students gained 5 or more A*-C GCSE grades; this was an increase from 2014/15 where 45.45% of Pupil Premium students gained 5 or more A*-C GCSE grades.

In 2015/16 50.0 % of Pupil Premium students gained 5 or more A*-C GCSE grades including English and Maths; this was an increase from 2014/15 where 39.39% of Pupil Premium students gained 5 or more A*-C GCSE grades including English and Maths.

This demonstrates a significant increase in outcomes for our disadvantaged pupils due to the implementation of the schools Pupil Premium support strategies

Information for parents:

- Free school meals application is a straight forward and confidential process
- Applications are made directly to Coopers School
- Taking up the free school meal is recommended but not compulsory
- The cashless biometric payment system set up in school has eliminated the perceived stigma associated with free school meals
- A child may receive additional support as a result of being registered for free school meals
- Students registered for free school meals receive concessionary rates for chargeable extra- curricular activities and can access financial support for educational trips
- Registering a child for free school meals will increase the school budget and bring more money to the school, this will further support the education of your child, the application form can be found here: <https://portal.coopersschool.com/CLG/Webdocs/Information/Free%20School%20Meals%20Application%20Form.pdf>

Researching our intervention and support programmes

Research into the barriers and strategies to support the learning of disadvantaged pupils is continually being updated, below are the documents and resources we have used in order to support our students:

Ofsted: Spending the Pupil Premium successfully to maximise achievement –

<http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>

Sutton Trust Toolkit: Toolkit of strategies to Improve Learning –Summary for Schools (July 2012)

<http://www.cem.org/attachments/1toolkit-summary-final-r-2-.pdf>

The Pupil Premium: making it work in your school – Oxford School Improvement –

<http://www.essexclerks.org.uk/sites/default/files/The%20pupil%20premium%20Oxford%20Primary%20report.pdf>

Pupil premium 2015 to 2016: conditions of grant.

<https://www.gov.uk/government/publications/pupil-premium-2015-to-2016-allocations/pupil-premium-2015-to-2016-conditions-of-grant>

The Pupil Premium: the Next Steps: Sutton Trust and Education Endowment Foundation July 2015

<http://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf>

Promotion in the Education of the looked after child July 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335964/Promoting_the_educational_achievement_of_looked_after_children_Final_23-....pdf

Supporting the attainment of disadvantaged pupils_ articulating success and good practice

[Supporting the attainment of disadvantaged pupils_ articulating success and good practice](#)

Contact us:

We are monitoring progress continually through the year to ensure the intervention is timely and relevant to each individual. If you have any questions or would like some advice please do not hesitate to contact us by email:

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