



Coopers School Pupil Premium Report 2017-2018

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1. Strategic Priority 2017-2018:

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

2. Pupil Premium Academic Outcomes:

As a school we have worked tirelessly to eliminate differences in academic outcomes for disadvantaged students in comparison to their peers nationally. Use of our funding to put in place a range of strategies has made a significant impact over time and will continue to do so;

- In 2016 54% of PP students gained 5 or more A*-C GCSE grades, a 9% increase from 45% in 2015, and 50% gained 5+ A*-C GCSE including English and Maths, an 11% increase from 39% in 2015.
- In 2017 68% of PP students gained 5 or more A*-C GCSE grades, a 14% increase on 2016. 57% achieved 5+A*/C/4+ including English and Maths in 2017, a 7% increase on 2016 and including the new 9-1 grading for the more challenging, "reformed" English Language, English Literature and mathematics GCSEs. Comparisons cannot reliably be made with previous years because of these reformed qualifications.
- In 2018, with the new specification qualifications, 46% of PP students gained 5 or more 9-4 GCSE grades. 35% achieved 5+A*/C/4+ including English and Maths. 12% of PP students gained grade 8, with 2% gaining grade 9.

3. Funding: For the 2017-18 academic year Coopers School the Pupil Premium funding was £316,965. Pupil Premium students represent about 28% of the school cohort. Categories and examples of expenditure included;

Academic Programmes

- *Year 6 summer school to support transition to year 7 with additional support for the most vulnerable.*
- *Year 7 catch-up programme for students not achieving the expected standard in literacy and numeracy on entry from KS2.*
- *Holiday catch-up and revision schools for exam preparation.*
- *Alternative curriculum provisions and work experience initiatives to support year 11.*

Staffing

- *Directors of Learning for each year group to track, monitor and intervene where required to improve outcomes.*
- *Specialist HLTAs in English, Maths, Science, History and Geography.*
- *A KS4 coordinator to manage the 'Upgrade' centre and coordinate all Y10-11 interventions.*
- *An enrichment co-ordinator.*
- *Dedicated attendance officer.*
- *Careers advisor and subscriptions to online resources for impartial advice.*

Curriculum Resources

- *Establishment of the 'Upgrade' centre as an intervention and support hub for those falling behind or most vulnerable.*
- *Financial support for those requiring it to support academic studies.*
- *Development and support of 'Quality first teaching' through the inclusion team and their deployment of HLTA's and LSA's to support PP progress in all years.*
- *GCSE Pod revision tool subscription.*

Enrichment

- *Weekly enrichment provision for all year 7 and 8 students.*
- *Academic enrichment provision for years 9-11.*

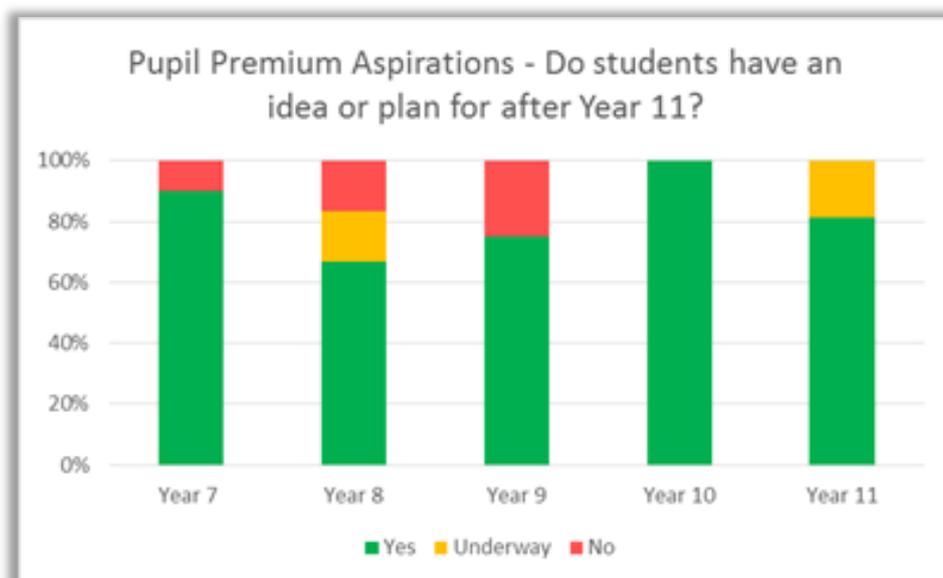
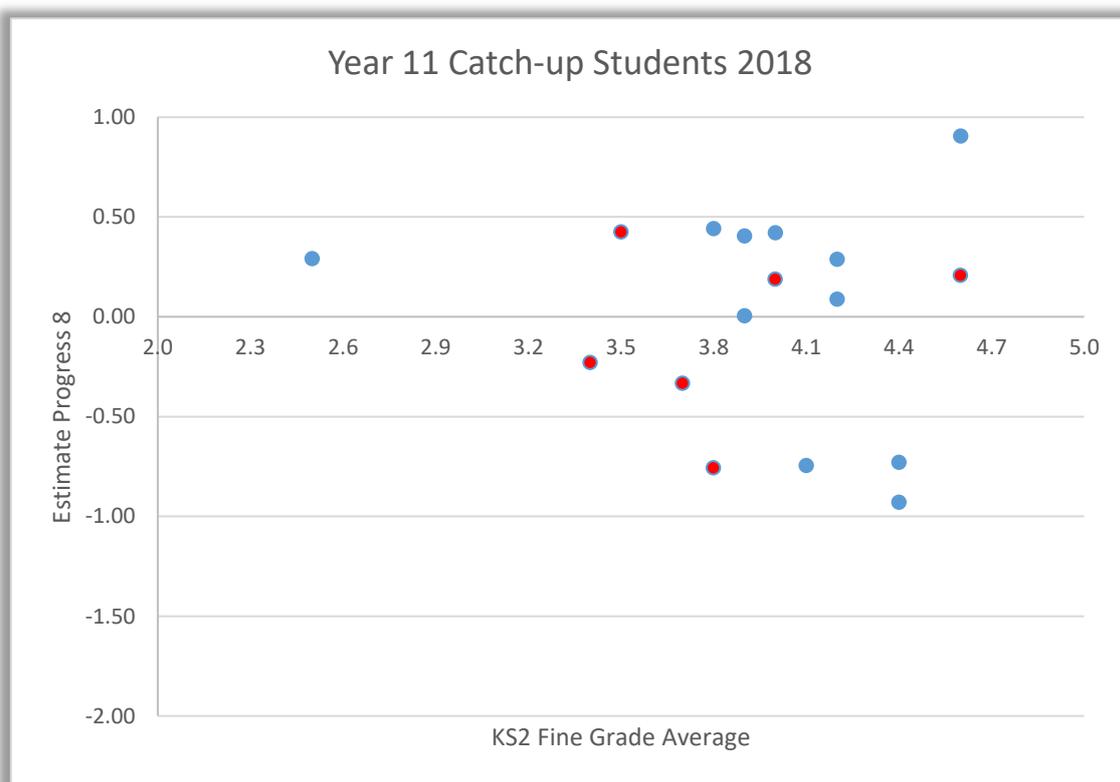
4. Impact of Expenditure 2017-2018:

The school identified the progress of disadvantaged students as a key priority. The use of the PPG has impacted on attainment more rapidly than progress (the new performance 8 measures have skewed the focus to progress).

The investment in staffing means that every year group has a pastoral head of year and a Director of Learning leading on the academic progress and attainment (and intervention strategies) overseen by an Assistant Principal. Following data drops, headline and year group analysis of strengths and areas for development are identified to be acted on by each year group team. Underperforming students were placed in intervention categories which are monitored to measure impact and value for money.

Final results are still being collated as we await remarks.

20 student in Year 11 did not achieve the expected standard in literacy and numeracy on entry from KS2. The impact of the support across the 5 year journey is shown through 60% of these catch-up students achieving a positive progress 8 score.



5. Further Information

Free School Meals

- 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 so bring more money to the school to 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>

Research supporting our intervention and support programmes

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

- **Department for Education:** [Promotion in the Education of the looked after child July 2014](#)
- **Department for Education:** [Pupil premium 2015 to 2016: conditions of grant](#)
- **Ofsted:** [Spending the Pupil Premium successfully to maximise achievement](#)
- **Oxford School Improvement:** [The Pupil Premium: making it work in your school](#)
- **Sutton Trust Toolkit:** [Toolkit of strategies to Improve Learning – Summary for Schools](#) (July 2012)
- **Sutton Trust and Education Endowment Foundation** [The Pupil Premium: the Next Steps: July 2015](#)
- **The John Roan School:** [Supporting the attainment of disadvantaged pupils - articulating success and good practice](#)
- **Department for Education:** [What academies should publish online - pupil premium](#) (June 2017)
- **Teaching Schools Council:** [Pupil premium review](#) (Spring 2016)
- **FFT School Dashboard 2017:** www.fftaspire.org (November 2017)

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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