

# Coopers School Pupil Premium 2016-2017

'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.

## 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

## How much funding do we receive?

For the academic year of 2016/17, Coopers School is forecast to receive £331,925 as Pupil Premium funding. Pupil Premium students represent about 32% of our total secondary school cohort.

## Key Objectives

<b>Curriculum</b>	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
<b>Teaching and Learning</b>	Further improve teaching and learning across school and for targeted cohorts
<b>Wider Outcomes</b>	Provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom
<b>Attendance</b>	Implement strategies addressing the attendance gap between PP non PP students
<b>Attitude to learning</b>	Implement strategies to improve PP students' attitude to learning and aspirations.

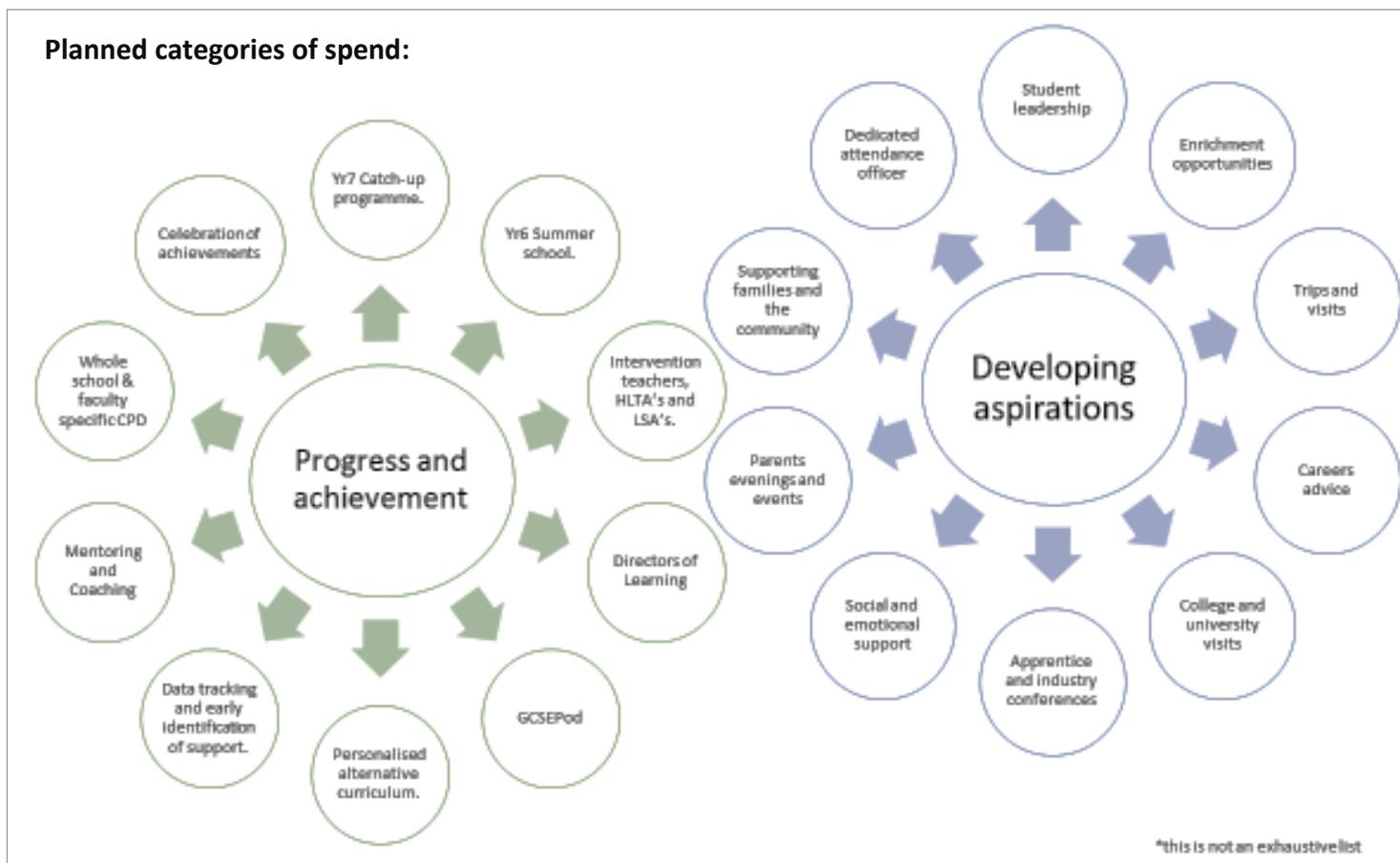
(\*PP – referring to any student in receipt of Free School Meals in the past 6 years)

1. Summary information					
<b>School</b>	Coopers School				
<b>Academic Year</b>	16/17	<b>Total PP budget forecast</b>	£331,925	<b>Date of most recent PP Review</b>	Feb 16
<b>Total number of students</b>	1152	<b>Number of students eligible for PP</b>	372	<b>Date for next internal review of this strategy</b>	

2. Barriers to future attainment (for students eligible for PP)		
In-school barriers		
<b>A.</b>	Persistent Absenteeism (PA)	Research shows that: PP students are 3x more likely to be PA than non-PP students. (EEF)
<b>B.</b>	Persistent Lateness to school and/or lessons (PL)	Research shows that: PP students are 50% more likely to be PL than non-PP students
<b>C.</b>	Underperformance in a core subject that hinders access to the wider curriculum, such as low literacy levels.	'Improving literacy improves student outcomes overall - increases GCSE attainment and thereby life choices' (Sutton Trust).
<b>D.</b>	Attitude to learning leading to sanctions	Research shows that: PP students are more likely to not have a positive attitude to learning and therefore receive a sanction in school.
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Non completion of homework	Research shows that: PP students are more likely to not have a positive attitude to learning and therefore receive a sanction in school.
<b>F.</b>	Low generational aspirations	

3. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	Improved attendance for PP students.	PP students will have >95% attendance.
B.	Improved punctuality for PP students.	PP student lateness will be reduced.
C.	Raising students' aspirations to ensure that low expectations were not a barrier to achievement.	Teaching aspirations and expectations are equally high for all students regardless of ability, leading to improved student aspirations.
D.	Diminish the difference in performance between PP students and non PP students both in school and against the national other group.	Performance outcomes will improve and gaps versus national averages will be narrowed/eradicated.
E.	Improve attitude to learning leading to less sanctions.	Reducing sanctions and exclusions will improve attendance to and participation in lessons.

4. Planned expenditure	
Academic year	£331,925
<p>The section below demonstrate how the school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and implement the key school strategies outlined earlier in this document.</p> <p>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</p> <ul style="list-style-type: none"> <li>• Yr6 summer school to ensure ease of transition between year 6 and year 7, ensure the most vulnerable students receive additional support.</li> <li>• Yr7 catch-up programme for students not achieving the expected standard in literacy and numeracy on entry from KS2.</li> <li>• Quality first teaching, deployment of intervention teachers, HLTA's and LSA's to support PP progress in all years.</li> <li>• Appointment of Directors of Learning in all year groups to work alongside the Head of Year in tracking and ensuring good or better academic progress is being achieved.</li> <li>• Use of intervention and enrichment lessons for identified year 11.</li> <li>• Further development of personalised curriculum to meet the needs of all groups of learners including those on 'alternative provisions'.</li> <li>• Earlier identification of student needs using data tracking.</li> <li>• Implementation of 'Upgrade Centre', onsite provision with a dedicated staff member to support students in improving their academic progress and raising student's aspirations as well as providing alternative curriculum provisions.</li> <li>• Alternative curriculum provisions and work experience initiatives to support year 11.</li> </ul>	



### 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 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 students due to the implementation of the schools Pupil Premium support strategies.

## 5. Additional detail

### 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 students 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](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**

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**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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