Coopers School Pupil Premium Strategy 2018-2019

CONTENTS

1. Strategic Priority 2018-2019:

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. Main barriers to educational achievement:

The main barriers to educational achievement that the disadvantaged children face include:

In-school barriers:

1. Persistent Absenteeism - Research shows: PP students are 3x more likely to be PA than non-PP students. (EEF)
2. Persistent Lateness to school and/or lessons - Research shows that: PP students are 50% more likely to be PL than non-PP students.
3. 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).
4. Attitude to learning - 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:

5. 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.
6. Low generational aspirations.

To overcome these barriers we have designed a range of approaches. The expenditure examples, in the funding section below, have been cross reference with the barriers they are aimed at; although this is not an exhaustive list.

3. Funding: For the 2018-19 academic year Coopers School is forecast to receive £295,460* in funding the Pupil Premium strategy. Pupil Premium students represent about 27% of the school cohort. Planned categories and examples of expenditure include;

Academic Programmes (Barriers 3, 4 and 6)	Staffing (Barriers 1-6)	Curriculum Resources (Barriers 1-6)	Enrichment (Barriers 4 and 6)
• 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.	• Directors of Learning for each year group to track, monitor and intervene where required to improve outcomes. • Appointment and training of specialist HLTAs (barriers 3, 4 and 6). • A KS4 coordinator to manage the 'Upgrade' centre and coordinate all Year 10-11 interventions. • An enrichment co-ordinator (barriers 4 and 6). • Dedicated attendance officer (barriers 1 and 2). • Careers advisor and subscriptions to online resources for impartial advice (barriers 4 and 6). • Aspirational Coordinators to raise the aspirations of all students across the school and to link aspirations with CEIAG (barrier 6).	• Further development 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. • Continued 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. Also through the introduction of TEEP. • GCSE Pod revision tool subscription.	• Weekly enrichment provision for all year 7 and 8 students. • Academic enrichment provision for years 9-11. • Bespoke incentives/ rewards schemes for Year 11. • Extensive programme of independent careers advice and guidance for Years 7-13. • Financial support for those requiring it to support trips and visits.

*Source: DFE PP 2018-2019 allocation spreadsheet

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.

2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.

3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.

4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.

5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.

6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.
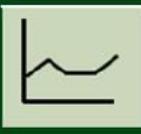
7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.
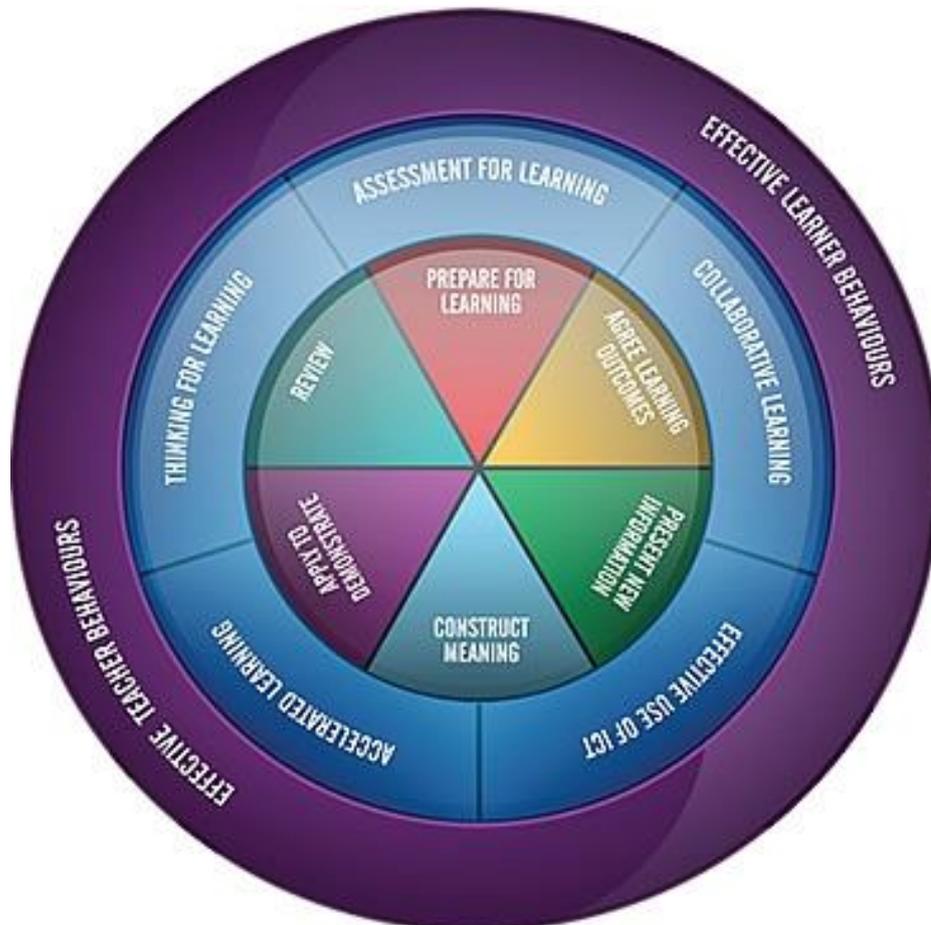
4. Measuring the effect and PP strategy review

Measuring the effect of the pupil premium funding
An evidence based approach is be used to measure the effect of the pupil premium funding.

"…there is compelling evidence which demonstrates that high quality teaching and leadership are vital in raising attainment. We also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference to change their practice." (TSC, May 2016)

The evidence will be triangulated and analysed carefully to ensure, where possible, best value for money and impact. For example, evidence might include lesson observations and drop-ins to ensure 'Quality first teaching'. Data analysis of attendance and student voice for enrichment programmes to support evidence of building aspirations.

Pupil Premium Strategy Review
Due to the wide range of support being delivered the review process is not assigned to one specific date, it is more of a continual process throughout the year. For example, PP academic impact will be internally reviewed at every data collection. The school's internal quality assurance programme also support the process of review, as well as the regular evaluation of planned categories of expenditure. Examples of review activities include;

Academic Programmes	Staffing	Curriculum Resources	Enrichment
▪Academic data analysis at data collection times. ▪School Self-improvement Review (SEF).	▪Performance management review process. ▪SEF.	▪Quality assurance programme. ▪SEF.	▪Attendance data to enrichment activities. ▪Enrichment monitoring. ▪Student voice analysis. ▪SEF.

Note: this is not an exhaustive list and there is an overlap across many categories and review activities.

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:** 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
- **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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