



Pupil Premium: report for governors and parents - 2014/15

What is the Pupil Premium?

The Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for looked after children and those from low income families. The extra funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds.

A lower than average proportion of students is eligible for the Pupil Premium at The Cooper School: approximately 18% of the school's cohort compared to 27% nationally.

How much is the Pupil Premium?

For the academic year of 2014/15 the pupil premium for children eligible for Free School Meals, children who have ever been eligible for FSM in the past 6 years (Ever6) and looked after children was £935 and for children of a parent in the armed services it was £300. This means the school's allocation of Pupil Premium funding was approximately £165,000.

The premium remains the same for 2015/16 therefore based on estimated eligible student numbers our projected budget for the next academic year remains in the region of £160,000.

Comments from our latest Ofsted report - May 2013

The school makes good use of the pupil premium funding to provide extra staffing and intervention programmes to help students make good progress. Students of all abilities are supported, for example by ensuring that they can attend cultural enrichment activities.

In May 2014 we were awarded the prestigious Inclusion Quality Mark at the level of School of Excellence in recognition of our inclusive work. A review of practice in May 2015 confirmed our dedication to maximizing the success for every young person.

Comments from our IQM review - May 2015

The Cooper School remains as an inclusive, positive and purposeful community focused on quality learning. The school provides an enabling and supportive environment for all to grow and have their contributions valued.

Our inclusion strategy focuses on two aims:

- to increase the social mobility of all our students,
- to reduce the attainment gap which exists between our disadvantaged students and their peers





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How Pupil Premium Funding is used at The Cooper School to support our students

The school uses the funding in a variety of ways with our main and overriding aim being to ensure our students make progress, learn to the best of their ability and are given the tools to reach their aspirations. We take a whole-school approach to the allocation of our Pupil Premium funding; we use part of our funding to employ staff to work with all students but who retain a special focus on eligible students and their families.

Decisions about how we spend the funding are made using the findings of educational research like the Sutton Trust's toolkit and published reviews and articles. We explore what other schools are doing successfully and use this information to drive our strategies.

We do not take a 'quick fix' approach to supporting our students but instead invest in strategies which have a longer term impact like our Accelerated Reader programme. Much of our focus is on ensuring our students catch up with their peers, or make as much progress as their peers, in Key Stage 3 and are therefore gaining the key skills needed for success in their external exams at Key Stage 4.

We focus on supporting our students to overcome issues which are often complex and which can have long-term detrimental impact on their time in school. In this way, we do not focus solely on attainment in English and maths as we take a holistic view to our provision.

We liaise and work with a number of professionals from both internal and external agencies (home/school link worker, social care, the Early Intervention HUB, More Able Coordinator, school nurse, PCAMHS, school counsellor, educational psychologist as well as other educational specialists) to give our students the support they need for their wellbeing and the positive development of their characters and personalities.

We work closely with our feeder primary schools to ensure that a child's support can extend seamlessly from one school to another. Our vulnerable students are encouraged to participate in extra transition visits to the school and to meet significant members of staff.

An area of concern for the school has been the low attendance of some of our students in receipt of the Pupil Premium. We recognise that if a child is not in school they are automatically being disadvantaged. Our attendance team has implemented a successful intervention scheme involving attendance contracts. These contracts have helped to raise the attendance levels of our persistent non-attenders and it is now in line with whole-school figures.

We see closing the attainment gap between our disadvantaged students and their peers as being of paramount importance. This focus has driven many of our decisions about whole-school practice over the last few years. This will continue into the 2015/16 academic year.





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Specific interventions and strategies introduced or developed in 2014/15

- the reading ages of our Yr7s and Yr8s have been raised significantly due to our use of Accelerated Reader, the work of our Reading Coordinator and the investment made in our library stock;
- making closing the gap a priority for the school has helped to raise the profile of our eligible students and has ensured that teachers and support staff identify the eligible students in their lessons;
- developing the practice of STAR marking in all subject areas to ensure students receive good quality, effective feedback;
- continuing to ensure students have access to a full school experience by contributing to essential school items such as uniform and financially supporting students to participate in school trips;
- developing strategies to raise the level of parental participation in Parents' Consultation Evenings, this includes contacting parents before PCEs to remind them that it is taking place as well as contacting parents afterwards if they did not attend to offer alternative methods of contacting teachers;
- ensuring that all members of teaching staff have the progress of disadvantaged students as a performance management target;
- creating further links with Glory Farm Primary School to make sure their eligible students have a seamless transition to KS3, this includes additional transition visits for the most vulnerable;
- tracking the data of all our students at least 3x a year and using this data to drive specific interventions at subject level and house level,
- introducing a traffic light tracking board in the staff room to ensure all staff are aware of the progress of eligible students and updating this frequently;
- developing the role of Higher Level Teaching Assistants in supporting our most vulnerable learners, especially in the core subjects where intervention has been directed by the Head of Department;
- introducing Monday morning briefings which focus on the progress of disadvantaged students to further identify their needs and barriers to learning at particular times;
- ensuring the induction of all new staff includes highlighting the closing the gap agenda as a priority for the school;
- directing staff to mark the books of eligible students first;
- ensuring our termly multi-agency meetings focus on vulnerable students (in particular those with an additional educational need or financial deprivation);
- introducing a breakfast club for Year 11s on the mornings of an AM exam;
- hosting a Fragments programme run by OYA for vulnerable students whose parents are separated;
- creating mixed ability teaching in maths for Year 7 as research has shown that this has a positive impact on disadvantaged students.



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How are our students performing in comparison with their peers?

We track all students at least three times a year and compare the data of different groups of students (including students who are eligible for the Pupil Premium and their non-eligible peers). The following data is a summary of our tracking for 2014/15:

Key Stage 3:

Year 7:

Progress (compared to core target level)

	Mar	Jun
PP	-0.15	-0.01
Non-PP	-0.11	0.08
All	-0.12	0.06

Average level

	Mar	Jun
PP	4.24	4.37
Non-PP	4.44	4.63
All	4.40	4.59

All students have made progress throughout year 7, with the average “working at” grade being above the school’s aspirational targets. Students who are eligible for the Pupil Premium have all made progress throughout year 7 and are within one tenth of a level of all other students.

Year 8:

Progress (compared to core target level)

	Nov	May
PP	-0.51	-0.05
Non-PP	-0.44	0.02
All	-0.45	0.01

Average level

	Nov	May
PP	4.58	5.04
Non-PP	4.81	5.25
All	4.77	5.22

All students have made progress throughout year 8, with the average “working at” grade being above the school’s aspirational targets. A small gap (0.07 of a level) between the progress of students who are eligible for the Pupil Premium and all other students was identified at the November reporting point. However, thanks to the interventions and support offered this gap was prevented from growing any wider across the year.





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Year 9:

Progress (compared to core target level)

	Dec	Mar	Jun
PP	-0.45	-0.25	0.01
Non-PP	-0.36	-0.13	0.17
All	-0.38	-0.16	0.13

Average level

	Dec	Mar	Jun
PP	5.28	5.48	5.76
Non-PP	5.51	5.74	6.04
All	5.46	5.69	5.98

All students have made progress throughout year 9, with the average “working at” grade being above the school’s aspirational targets for all groups of students. With students who are eligible for the Pupil Premium in this year group, support was tailored to ensure that progress was made by all students, as evidenced by the positive progress and that any gap with all other students was kept to a minimum, again as evidenced above.

Key Stage 4:

At Key Stage 4 we monitor students’ performance on a regular basis. If any gap between students who are in receipt of the Pupil Premium and their peers exists we use personalized strategies combining the school’s pastoral and department teams to help each student to, at least, meet their individual core target grade.

Year 10:

In March 2015 a gap of 0.46 of a grade had opened up between our eligible students and their peers; due to action taken to reduce this gap it had narrowed to 0.42 of a grade by September 2015. A focus of the school in 2015/16 is to reduce this gap even further during this cohort’s Year 11.

Year 11:

The main use of the Pupil Premium funding for Year 11 students was to ensure progress towards personal targets for all students. The Cooper School has embraced the DfE’s progressive shift towards individual targets as embodied by the Progress 8 measure. The Progress 8 score for our students who were in receipt of the Pupil Premium was -0.42, which was almost 1/6 of a grade higher than the 2014 figure. However, six of our students in receipt of the Pupil Premium followed alternative curriculum pathways for the majority of their education and as such their achievements are not best represented by this measure. For the remaining students, the Progress 8 value was neutral, reflecting that they have made progress in line with all students nationally (not just those in receipt of the pupil premium).



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What will we focus on in 2015/16?

Identification of students and their barriers to learning

The identification of eligible students and their barriers to learning remains paramount. We plan to develop the use of our Inclusion Register so that it is a practical tool for the identification of our eligible students. Each student who is in receipt of the Pupil Premium will have a Student Profile attached to their listing on the Inclusion Register. This Student Profile will have clear and practical advice for teachers so that they know a student's barrier to learning and also the strategies to overcome these barriers. Our traffic-lighted tracking board in the staff room will be developed to become an integral visual tracking tool for all staff to use.

Data tracking

Our tracking of whole-school data has developed over this last year and we now have a system in place which is robust, accessible and valuable. We plan to use the tracking of data after each report to drive student progress meetings in which an individual student's progress can be analysed and intervention strategies can be determined.

This year we will be ensuring that the impact of all interventions are monitored and analysed via provision mapping so that we have a clearer picture of which strategies are having the most impact.

Literacy and numeracy focus

We are pleased that our reading ages for students in Years 7 and 8 have risen over this year. We plan to invest further in our literacy inventions with our subscription to Accelerated Reader extending into Year 9. We will continue to invest in our library stock and will monitor and review the books being borrowed by our disadvantaged students and will check there are plenty of books in their reading ranges. We will also survey our students to hear directly from them about their experience of reading.

An additional English group in Year 11 will focus on eligible students who are currently working below their core target grade.

Closing the gap in maths is a priority. As our subscription to Accelerated Reader has been so successful, we have now taken a subscription to Accelerated Maths for all students in KS3. We will also continue our Year 11 maths intervention sessions in form times for eligible students to have the opportunity of additional maths tuition.

The core subjects of English, science and maths will be taught in mixed ability teaching groups in Year 7 (also Year 8 in maths). This is due to the success that mixed ability teaching in Year 7 maths classes has had on the majority of students including those who are eligible for the Pupil Premium.





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Wellbeing and character building

We recognise the importance of a student's wellbeing and the impact that being emotionally and mentally healthy can have on a student's progress in school and their ability to benefit from the wider school experience. We will continue to work closely with external agencies, most notably with an education coach twice a week and will prioritise our most vulnerable students when making referrals to both the school nurse and our school counsellor.

Support for positive behavior

Historically our students from disadvantaged backgrounds have been disproportionately represented on our Fixed Term Exclusions list and this has been something we have worked hard to remedy. We have put together different strategies to support our students who are in danger of being excluded on multiple occasions and continue to review our practice. This year we are using a new college for a selection of our most vulnerable students in KS4 to encourage their participation in education now and in the future. We are pleased that previous interventions have ensured that our record for students leaving us at 16 and becoming NEET is much below national statistics.



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A summary of the proposed allocation for 2015/16 - estimated figures (where the allocation is for staffing, it is a proportion of the salary)

Action	Estimated cost	Rationale	Success criteria and how the impact will be measured
Alternative curriculum provision (college courses for some KS4 students)	£25,000	Some of our eligible students (especially boys) become disaffected and become in danger of FEX and PEX	FEX and PEX records remain below the national average and our disadvantaged students are not disproportionately represented. Reports from college are positive. Tracking of data throughout the year shows students at college are making progress. Final exam results show that student are meeting their target grades.
Proportion of Accelerated Reader, Reading Co-ordinator v and books for the library	£30,000	Our disadvantaged students are disproportionately represented in the number of students with a reading age below their actual age	Accelerated Reader records show progress for disadvantaged students. This is tracked at least three times a year by STAR reading tests.
Proportion of Accelerated Maths	£5,000	Maths is an essential skill needed for academic success and is the key for our disadvantaged students moving on to KS5 studies	Accelerated Maths records show progress for disadvantaged students. This is tracked at least three times a year.
Educational visits and extra-curricular activities	£10,000	A student's financial background should not prevent them from benefiting from full participation in the school experience	Tracking of participation shows that eligible students are accessing the extra-curricular activities offered by the school as much as their peers. Our records of participation show that a financial disadvantage is not preventing students from having access to cultural and sporting enrichment opportunities.
Academic Mentoring (Assistant Heads of Houses and RAMs)	£20,000	AHoHs will take on the role of academic coach to mentor disadvantaged students	Internal data and assessments (including reports and department tracking) show that eligible students are progressing and are up to date with their work.





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Wellbeing and character building interventions (including education coach, school counsellor and home/school link worker plus external agencies)	£30,000	Disadvantaged students can often have low self-esteem and need support from professionals	Our internal evaluation of individual programmes of support show that there is an impact on students' wellbeing and health. This will be measured with a comparison of before/after data as well as by measures such as attendance levels.
Share of HLTAs in core subjects	£20,000	Disadvantaged students need help to attain their target grades in the core subjects of English, maths and science	Department based progress tracking shows the impact of interventions run by department based HLTAs.
Focus on the attendance of disadvantaged students	£20,000	Our disadvantaged students	Our attendance data shows that there are no gaps in attendance data between groups of students. Attendance levels are high for our disadvantaged students.
Total	£160,000		



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