

Pupil premium strategy statement: The Cooper School 2016/17

1. Summary information					
School information	A lower than average proportion of students is eligible for the Pupil Premium at The Cooper School: approximately 15.2% of the school's cohort compared to 29.2% nationally.				
Academic year	2016/17	Total PP budget	£155,678	Date of most recent PP Review	Peter Barnes in December 2015
Total number of pupils (including Post-16)	1300	Number of students eligible for the PPF	207	Date of next internal review of this strategy	Ben Baxter (HT) and directors in September 2017

2. Current attainment (See Appendix A for data relating to current year groups)			
	<i>Students eligible for PP (TCS)</i>	<i>Students not eligible for PP (TCS)</i>	<i>Students not eligible for PP (national average)</i>
% achieving 5A*-C incl.EM	29.7	63.3	Pending raiseonline data
% achieving expected progress in E/M	64.9/48.6	80.1/70.7	Pending raiseonline data
Progress 8 score average	-0.33	Pending final 2016 results data	Pending raiseonline data
Attainment 8 score average	41.9	50.7	Pending raiseonline data

3. Barriers to future attainment (for students eligible for PP including high ability)	
In-school barriers (issues to be addressed in school)	
A:	Literacy and Numeracy (Basic Skills) are lower for incoming students who are eligible for the PPF
B:	Behaviour issues for some eligible students (mostly boys) is having a detrimental impact on their progress
C:	Character and aspirations - there is a lack of resilience and a lack of high aims for the future (especially More Able students)
External barriers (issues which also require action outside of school)	
D:	Parental engagement with the school (especially in Year 11 and FSM in all years)
E:	Attendance rates are below the school average for all students

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A:	High levels of progress in literacy and numeracy for students in KS3 (particularly those students who are currently eligible for FSM).	High levels of progress in Reading Age from their starting point at the school through Yrs7 and 8. (Good level of progress is 2 mths improvement per actual month of intervention; exceptional level is 3 mths improvement). This outcome will be also measured by English department tracking documents. Numeracy will be measured by in house data from the maths department (100% making at least 2 bands of progress).
B:	Behaviour of students to meet Ofsted 'Outstanding' descriptor.	Reduced FEX and internal exclusions (particular focus on groups

		FSM and AEN) as noted on behaviour tracking documents held by individual Heads of Houses and also centrally on the school's MIS.
C:	Destination data reflects raised aspirations amongst PP students.	The school's IAG Officer's reports demonstrate that all eligible students are doing a relevant course at a Post-16 provider (whether they remain at TCS or go to a suitable local college).
D:	Parents of PP students embrace a range of opportunities aimed at increasing parental engagement with the learning process.	School records show that parents engage with the school in some form - either recorded as attended a Parents' Consultation Evening or individual student logs show engagement with a relevant member of staff via another form of communication (e.g. phone or email).
E:	Increased attendance rates for students eligible for PP across all Year Groups.	Our school attendance data demonstrates that there is no gap between eligible students and their peers.

5. Planned expenditure					
Academic year	2016/17				
The three headings below demonstrate how we are using the PPF to i) improve classroom pedagogy, ii) provide targeted support and iii) support whole school strategies					
i) Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will the implementation be reviewed?
To create positive culture for learning in all classes	Majority of mixed-ability teaching in KS3	EEF Toolkit shows that streaming or setting has a negative impact on progress	Review/tracking of LOP across year groups	RWh (AHT: Assessment, Achievement and Outcomes) - tracking progress	Via T&L TCS Observation Protocols (Focus Weeks/Learning Walks/Book Monitoring/Work Scrutiny/Assessment Check-Points). Monitoring and Review of SDP (December and June/July)
To create high quality teaching for all	Common framework for Teaching and Learning across	DFE briefing paper 'supporting the attainment of	Staff training through T+L briefings; CPL based upon 'Learning	GM (DHT). RMW (AH)	Via T&L TCS Observation Protocols (Focus

	<p>school (Core expectations)</p> <p>Creation of department-led CPL (Learning Communities) to improve practice in all classrooms</p> <p>T+L rolling team to provide support for raising the quality of T+L across the school</p>	<p>disadvantaged pupils'</p> <p>Sutton Trust; What Makes great teaching? Professor Rob Coe; learning and teaching magpie blog</p> <p>As above</p>	<p>Communities' ; monitoring of T+L</p> <p>Monitoring of actions and impact after each session; monitoring of T+L; evaluation of outcomes</p> <p>Teacher support document which reviews progress</p>	<p>GM (DHT)</p> <p>GM (DHT)</p>	<p>Weeks/Learning Walks/Book Monitoring/Work Scrutiny/Assessment Check-Points). Monitoring and Review of SDP (December and June/July)</p>
Improving the quality of marking and feedback to students	Development and implementation of new school assessment policy involving STAR/dot and hinge marking	OUDES review of marking and assessment 2016 'A Marked Improvement'	By regular monitoring of review in departments and at SLT level	GM /RMW/DC	Bi-termly
To provide an aspirational curriculum for all	Review of curriculum at KS4 for 2017 to include all students within EBACC offer	DFE Guidance	Consult with HODs/parents and students in order to provide inclusive curriculum for all	BB/RWH/GM	Sept 2018

					Total budgeted cost	Details on separate costings document
ii) Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will the implementation be reviewed?	
A: High levels of progress in literacy and numeracy for students in KS3	Accelerated Reader in years 7&8 to measure reading ages at least 4 times a year and to prompt intervention if necessary.	49% of our eligible students' reading ages were below their actual age on entry to the school and this suggests they need targeted literacy support to meet their needs. AR has been independently evaluated and shown to be effective in other schools.	One English lesson per fortnight focuses on reading - these lessons will be dedicated to the AR programme and will be monitored by the English department. The Reading Coordinator will monitor and analyse reading reports to determine where specific interventions need to be targeted.	KS (Reading Coordinator)	After each reading test therefore at least 4x a year	
	Targeted intervention meetings with maths staff for eligible students to improve confidence and improve strategies. Also to provide dialogue between	Eligible students will receive 1:1 feedback once a term. EEF shows that personalised feedback has makes the most impact. These feedback	Overseen by 3rd in charge of maths	SM (Head of Maths) with AC (3rd ic maths)	Progress checked after each assessment (3 times a year)	

	students and a named member of the maths department.	sessions will be tracked.			
	Skills Sessions for KS3 students in need of targeted support. Students will be disapplied from a subject for 6 weeks.	Sessions will use proven intervention programmes and strategies like Accelerread/Accerwrite, Lexia, Wordwasp amongst others.	Data tracking via individual student trackers plus termly provision maps.	CR (AHT: Inclusion) and Inclusion Team	Baseline assessments after each 6 week period
B: Behaviour of students to meet Ofsted 'Outstanding' descriptor	Education Coach to work with vulnerable students on a 1:1 or small group basis	Some students need coaching to enable them to have strategies in times of distress (impulse management strategies). EEF shows that behaviour management strategies have moderate impact for moderate cost. The school's data shows that eligible students are disproportionately represented for FEX and other sanctions	The Education Coach holds multiple qualifications and is a trained teacher with experience of behaviour strategies. She will monitor and evaluate her work.	JR (Education Coach) with CR (AHT: Inclusion)	Termly meetings between CR and JR
	Education Coach to extend her work with the school by training key members of staff	Academic research blogs indicate the need to invest in strategies to raise	We are keen to move towards the school becoming a place of self-reflection for all	JR with GM	Annually

	<p>to become coaches within school. This will begin with an initial introduction to coaching in January 2016.</p>	<p>staff grit and resilience - not merely in their work with the students but also to raise the school's capacity to coach each other. This has been confirmed by two recent publications - The A Level Mindset (Oakes & Griffin) and Coaching in Education (Van Neiuwerburgh). This investment in coaching will benefit eligible students as, according to the EEF toolkit, metacognition and self regulation has a high impact.</p>	<p>learners therefore time will be spent evaluating the implementation of a coaching model.</p>		
	<p>Fortnightly sessions with the School Counsellor (LL) where appropriate.</p>	<p>Some of our eligible students have very chaotic and complex family backgrounds and social and emotional needs.</p>	<p>The School Counsellor has nationally recognised qualifications and is an experienced practitioner. She will monitor and evaluate her work plus her work is monitored via clinical supervision.</p>	<p>LL (School Counsellor)with CR (AHT: Inclusion)</p>	<p>Termly meetings between CR and LL</p>

C: Destination data reflects raised aspirations amongst PP students	Follow up meetings with Y11 PP in response to Y11 SLT interviews.	Previous data suggests that a low number of Y11 PP students apply to P16 at TCS and are less likely to enter into high quality FE.	Consult EW about careers advice for Y11 students and previous contact with PP students. Analysis of previous destination data to measure previous PP students' engagement with careers advice and FE. Record PP student engagement with open evenings and student responses to follow up interviews.	SSB (AHT: Academic Achievement for KS4)	Review following internal data collection in Y11 and Y10.
Total budgeted cost					Details on separate costing document
iii) Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will the implementation be reviewed?
D: Parents of PP students embrace range of opportunities aimed at increasing parental engagement with the	Increased opportunities for parents to engage with school - such as pre-emptive phone calls in advance of	Internal data shows underperformance linked with attendance to parents evenings (Attend = 0.48 P8	Monitor attendance at P.E., with student support, AHT (SSB) and Head of Year 11 (JS) to follow up with additional evenings	SSB & CR	After each parents' evening

learning process	PCE, additional 'catch up sessions' for families not attending and home visits where necessary.	and 64% A* - C vs. Not attend = -0.07 and 36.10% A*-C) . Eligible students' families disproportionately underrepresented at PCEs. Educational research shows that parental engagement is a key factor in their children making progress in school.	or home visits where appropriate. CR to work with the Student Support Managers for KS3.		
	Home/school link worker to continue to work with our hard to reach families or those families who need some extra support with parenting strategies.	Early intervention has been proven to help families.	The HSLW is an experienced member of member of staff who holds relevant qualifications. She will work alongside our Student Support Managers.	TM with CR	Termly
Increased attendance rates for students eligible for PP across all Year Groups	Contracts to be drawn up between the school and families of children who are persistently absent or who are late for school.	External educational research shows that a student makes less progress if their attendance is low or is erratic. This is confirmed with in school data (especially with reading ages for non-attenders).	Termly checks on attendance for groups of key students.	RH (AHT: Behaviour & Attendance) with the attendance team	Termly

Total budgeted cost	Details on separate costings document
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6. Review of expenditure	
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Previous Academic Year	2015/16
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i) Quality of teaching for all				
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Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria? (including impact on students who are not eligible for the PPF in appropriate)	Lessons learned (and whether we would continue with this approach)	Cost
Raise standard of Teaching and Learning for all students through a high quality CPL which uses in-house bespoke training	Creation of a rolling team of T&L experts. Their remit is to disseminate ideas about best practice via CPL which includes bespoke packages targeted at teachers' individual needs, the introduction of a Wednesday T&L briefing and changes to the school's monitoring of T&L in departments	Evidence shows that quality of T&L in the school is good	We will continue to have a rolling team of T&L experts. Changes to the twilight INSET programme and the introduction of an hour's directed time on a Wednesday afternoon (to give department teams collaboration time) aim to further enhance best working practice in the school and to target inconsistencies between and within departments.	£4000 (R&R Allowance for T&L Rolling Team)

Disadvantaged students make good progress in the core subjects of maths, science and English	Core subjects to have 2 HLTAs to support the learning of disadvantaged students	Good impact: department based information and whole school data (Appendix A) shows that eligible students are making good progress in line with their peers in both English and maths	In 2016/17 the department based HLTAs will have more of a remit to work specifically with the disadvantaged students, these students will have priority access to any interventions/small classes being run by the HLTAs.	£20,000
ii) Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria? (including impact on students who are not eligible for the PPF in appropriate)	Lessons learned (and whether we would continue with this approach)	Cost
To improve the reading ages of all children in Years 7 & 8	Accelerated Reader programme, fortnightly reading lesson in English, investment in library (books and resources) plus partial salary for a full-time Reading Coordinator	Good: students made good progress with their reading	We are going to continue with this strategy in order to improve literacy for all students. In 2016/17 we will develop a tracking system which will allow us to easily see any disparity between the progress being made between different groups of students	£30,000 (Subscription to ARP; Reading Coordinator Salary; Reading Books; Visiting Authors Fees)
Disadvantaged students have a mentor in school -	Assistant Heads of Houses to take on the role	Good: all students had a number of adults to speak	Although we are happy with the outcomes for this,	£20,000

someone who will meet with them and give them strategies to help them to overcome their particular barriers to learning (for instance organisation, getting homework completed)	of academic coach to mentor disadvantaged students	to in the school and therefore they were able to talk to someone if necessary	this strategy will be adapted in 2016/17 so that Assistant Heads of Houses are using a proven and effective resource - PASS	
Disadvantaged students' self esteem and confidence is raised to ensure they are better able to access the full curriculum	Eligible students have priority access to well-being interventions such as the Education Coach, School Counsellor and our Home/School Link Worker	Good : the Education Coach holds exit interviews with her clients to gauge their progress and level of engagement with strategies	The role of the Education Coach is to be extended in 2016/17 - she will work with staff to disseminate coaching practice throughout the school. The School Counsellor is attending a year-long trauma recovery course run by a leading practitioner in the field of trauma, this will enable her to better support those disadvantaged student who have also suffered from trauma. Our HSLW will continue to work with disadvantaged families in the same capacity as 2015/16.	£30,000 (Staffing inc Education Coach, School Counsellor, HSLW. Course costs and travel expenses)
iii) Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: did you meet the success	Lessons learned (and whether we would	Cost

		criteria? (including impact on students who are not eligible for the PPF in appropriate)	continue with this approach)	
Disadvantaged students (especially boys) who are in danger of multiple FEX or PEX are offered a suitable alternative curriculum external to the school to keep their interest	Courses at a local college to be offered to selected students; including engineering and food technology	Medium: all the students involved are now progressing in their education or career paths. (Review of Alternative Provision July 2016 found deficiencies in suitability for all students which resulted in significant provision changes for 2016/17)	In 2016/17 we will be more selective about which courses to offer to carefully selected students to ensure these courses meet both the needs and interests of the students involved to ensure progress is made both academically and in their social skills.	£31,250 (cost of courses, transport inc. staff costs, fuel, depreciation in minibus value etc)
Disadvantaged students have access to the full school experience (including educational visits and extra-curricular activities)	Students in receipt of the PP are given priority access to some clubs and extra-curricular activities (some funded or partly funded); staff running clubs or activities ensure they attempt to gain a diverse range of students participating (including those who are eligible for the PPF)	Good: in school information shows that disadvantaged students are proportionately represented on school trips and activities so that financial disadvantage is not a barrier to full participation in the school experience.	In 2016/17, we will continue to help finance activities and trips for eligible students.	£12,000 (Funding for equipment, cost of trips, associated staff costs, transport etc)
There will be no difference between the attendance of eligible students and the rest of the school	Work with parents to encourage participation in school via home/school attendance contracts and flexible timetables where	Good: there was no discernible difference between the attendance of eligible students and their peers	In 2016/17 we will continue to use home/school attendance contracts where necessary and ensure we	£20,000

	relevant and useful		identify any areas of concern at the earliest possible opportunity	
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Appendix A: Current Data for Current Year Groups

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 2015/16:

Key Stage 3:

Year 7:

Progress (compared to core target band)

	Nov	Apr	Jun
PP	-1.10	-0.56	-0.31
Non-PP	-1.09	-0.56	-0.33
All	-1.09	-0.56	-0.33

Average band

	Nov	Apr	Jun
PP	4.11	4.60	4.90
Non-PP	4.27	4.80	5.04
All	4.24	4.75	5.01

All students have made progress throughout year 7, with the average “working at” band being very close to the school’s highly aspirational targets. Students who are eligible for the Pupil Premium have all made progress throughout year 7 and there is no gap in the level of progress between these students and their peers.

Year 8:**Progress (compared to core target band)**

	Nov	May	Jul
PP	-1.01	-0.57	-0.43
Non-PP	-0.83	-0.38	-0.19
All	-0.85	-0.40	-0.23

Average band

	Nov	May	Jul
PP	4.85	5.28	5.46
Non-PP	5.11	5.60	5.78
All	5.08	5.55	5.73

All students have made progress throughout year 8, with the average “working at” band being very close to the school’s highly aspirational targets. A small gap (0.2 of a band) between the progress of students who are eligible for Pupil Premium funding 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 and students eligible for Pupil Premium funding made progress at the same rate as their peers.

Year 9:

Progress (compared to core target level – this was our final year group working towards NC levels)

	Nov	Feb	Jun
PP	-0.27	0.02	0.24
Non-PP	-0.17	0.05	0.35
All	-0.19	0.05	0.33

Average level

	Nov	Feb	Jun
PP	5.51	5.78	6.04
Non-PP	5.71	5.96	6.26
All	5.67	5.93	6.22

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. A small gap (0.1 of a band) between the progress of students who are eligible for Pupil Premium funding 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 and students eligible for Pupil Premium funding made progress at the same rate as their peers.

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:

At the first tracking point in Year 10 in November, a gap of 0.2 of a GCSE grade was reported between the progress of students eligible for Pupil Premium funding and their peers. This gap widened to 0.3 of a grade at the March Tracking point and to 0.4 of a grade by the July mock exams. Reducing this gap for this year group is now a priority for the School in 2016/17