



Pupil premium strategy statement: The Cooper School 2018-2019

2. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Organisation, preparedness and behaviour for learning – a number of disadvantaged students have a lack of organisational and self-management skills
B.	Prior attainment including numeracy and literacy – a significant number of students enter with lower numeracy and literacy skills than their peers
C.	Aspirations and motivation – for some disadvantaged students there are issues surrounding long-term aspirations
D.	Well being - for some disadvantages students there are issues surrounding mental health and well being that can cause them to fall behind their peers
E.	Resources for learning – a significant minority lack access at home to the resources which facilitate outstanding progress

External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	Attendance rates for students eligible for PP are below the school target for all children and the attendance figure for all students. This reduces their school hours and causes them to fall behind on average.
G.	In some cases, the parents of students eligible for Pupil Premium do not attend school information events and PTCs which can have a detrimental effect

1. Summary information

School	TCS School				
Academic Year	2018/19	Total PP budget	£ £156, 145	Date of most recent PP Review	October 2018
Total number of pupils	1293	Number of pupils eligible for PP	176	Date for next internal review of this strategy	July 2019

	TCS PP outcomes Year 11 2017-18	TCS all student outcomes Year 11 2017-18	National outcomes for students not eligible for PP National average Year 11 2017-18 <i>(2018-18 data yet to be published)</i>
% achieving 4 in English / Maths	45	73	64
Progress 8 score average	-0.43	-0.01	-0.02
Attainment 8 score average	4.2	4.8	4.6
Attendance <i>(all students, not just Year 11)</i>	91.60	94.89	pending

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of organisation and exemplary behaviour for learning	Students eligible for PP have no/minimal consequences for lack of organisation, lack of equipment or lack of home learning completion. <i>To be monitored weekly by SLT, HoY, Tutors and SSMs.</i>
B.	Improved rates of progress across all key stages for students eligible for PP	Students eligible for PP to make as much progress as 'other' students. Students eligible for PP identified with low KS2/CATS scores to make as much progress as 'other' students with low KS2/CATS. <i>To be monitored by SLT after each reporting cycle.</i>
C.	High levels of motivation and aspirations for all PP students	PP students' ATL scores to be checked by SLT (KS3 or KS4) after each reporting cycle and necessary interventions planned with relevant HoY. Improved attainment in internal tracking and monitoring Progression rates to the TCS Sixth Form or other FE provider <i>To be monitored by SLT after each reporting cycle.</i>
D.	Support in place for students with mental health or well being concerns	All students with well being concerns are logged on secure log and referral made to SLT (RMW, SB or ITW) and appropriate support and provision is in place. Improved attendance and well being of students with concerns. <i>To be monitored by SLT, HoY and SSM.</i>
E.	All students eligible for PP have resources necessary for school	Students eligible for PP have no/minimal consequences for lack of equipment RMW and SB to monitor and liaise with SSM to review how best to target resources <i>To be monitored by SLT and SSM.</i>
F.	Attendance improvement for all students eligible for PP	Students eligible for PP to have reached the school's attendance target. <i>To be monitored weekly by attendance administrator and Tutors</i>
G.	Improved attendance by families eligible for PP at all school events, particularly PTCs and information evenings in KS4.	100% attendance at all key parents and families events. <i>To be monitored by SLT and SSMs.</i>

4. Planned expenditure					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and 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 you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Progress	Learning and Teaching focus of whole school is 'whole class marking'	According to several sources of research, feedback is one of the 'best bets' for narrowing the attainment gap between disadvantaged students and their non-disadvantaged peers. T&L Toolkit and 'A Marked Improvement' from the EEF and research from Hattie and Timperley (2007) and Wiliam (2011).	Whole school approach led by DHT Self-evaluation processes including work scrutiny, lesson observations and learning walks.	GM	July / August 2019
B. Progress	To ensure that students are prepared for content revision through departmental approaches to development of strategies for re-learning material across the curriculum including spacing, interleaving and retrieval practice	Bjork and Bjork (2011) have advocated that spacing and interleaved practice boost learning through introduction of desirable difficulties. Roediger et al (2011) have found that retrieval practice can boost student learning. According to the EEF's T&L Toolkit, homework can have a positive impact on outcomes (+5 months progress) and we want to look at using re-learning as a key part of homework.	Monitoring progress in internal testing as well as GCSE outcomes. Self evaluation processes including work scrutiny, lesson observations and learning walks. Support staff to work with identified students to ensure that all have access and support in learning and using good revision routines.	GM	July / August 2019
Total budgeted cost					£44, 896.50
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Organisation and behaviour B. Progress C. Aspiration F. Attendance	Monitoring data of PP students in relation to: <ul style="list-style-type: none"> Attainment ATL scores Attendance 	Our own prior experience and evidence suggests PP progress correlated with lower ATL scores, lower attendance rates and lower attainment.	Progress and attainment reviews with SSMS/tutors/HoY after reporting cycle S17 consequence for uniform, attendance and equipment	SB RMW RH	July / August 2019

B. Progress	1-2-1 academic tutoring from sixth formers as tutors for Y7	One to one tuition can be effective, on average accelerating learning by 5 additional months' progress (EEF Toolkit) with a very secure evidence base. This year, we will be looking to secure training for Post-16 students to begin 1-2-1 tutoring for our low prior attaining Y7 students	Exploration of using peer tutoring with Year 7 with potential implementation in 2018-2019. Careful recruitment of tutors and training to be sourced Liason with teachers Monitoring student report data	RMW	July / August 2019
B. Progress C. Aspiration	Alternative provision - college	Our own prior experience has seen some vulnerable PP students make excellent progress in college courses which has helped levels of motivation and attendance when in school. We will be looking to formalise this process to include early identification and support work from the JCC staff.	JCC to work with AHT (Behaviour) to identify KS4 students who would benefit from college courses JCC staff to work with AHT (KS3) to create structured early intervention package Careers coordinator to work closely with AHT (behaviour) Monitoring student report data	RMW (KS3) RH (KS4)	July / August 2019
A. Organisation and behaviour B. Progress C. Aspiration D. Well being	Social and academic mentoring from HoY/Student Support Managers	According to the the EEF's T&L Toolkit, mentoring can lead to 1 additional months additional progress. Academic mentoring can also support students to build self-regulation/ metacognition skills, established in EEF toolkit as having highest gain in learning progress with a strong supporting evidence base (+8 months) .	Monitoring student report data Other key indicators including attendance, uniform, equipment and behaviour record Student Support managers to be involved with day-to-day work with students.	RMW (KS3) SB (KS4)	July / August 2019
C. Aspiration E. Resourcing	Extended learning opportunities.	Arts and sports involvement lead to positive impact (+2 months) in EEF toolkit and broader qualitative impacts on cultural capital and feeling part of the family of the school.	HoY8 to design Electives programme to support whole school approach to 'getting involved' Work closely with HoY/SSMs/Tutors to identify any potential resourcing requirements in order to facilitate full participation of PP students	RMW (KS3) SB (KS4)	July / August 2019
D. Well being	Priority for school counselling service and behaviour support	Interventions which target social and emotional learning are reported by the EEF to improve progress by 4 additional months	Build good communication and relationships with counsellor Manage students and families in the case of waiting lists	RMW (KS3) SB (KS4) ITW (SENCO)	July / August 2019
A. Organisation and behaviour D. Well being E. Resourcing	Equipment resourcing	Experience demonstrates that students require all resources necessary for learning to feel secure, part of the community and able to access learning at TCS.	Work closely with SSMs to identify any resourcing requirements	RMW (KS3) SB (KS4)	July / August 2019

G. Families	Parental engagement programme	The association between parental involvement and a child's academic success is well established and according to the EEF toolkit can increase progress by 3 additional months. Our own prior experience demonstrates that good school-family relationships is invaluable in order to support student well being and progress.	Monitor attendance from PP families at PTC Ensure strong relationships and follow up with PP families who don't attend Build on provision by including "KS4 Explained" evening Explore the EEF Toolkit to be published December 2018.	RMW (KS3) SB (KS4)	July / August 2019
Total budgeted cost					£102, 855.50
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F. Attendance	Attendance for all students and key groups monitored regularly and relevant intervention put in place	Our own prior experience and evidence has seen PP students' progress increase with dedicated PP reporting at all levels incl. attendance. This has been led by an attendance coordinator, supported by a dedicated attendance officer.	Termly attendance reporting	RH GT	July / August 2019
C. Aspiration	All students have access to relevant careers information, advice and guidance.	Hattie reports that students' self expectations and self reported grades are strongly related to outcomes (Hattie, 2012).	RH to identify PP students for sessions from Careers Advisor	RH	July / August 2019
Total budgeted cost					£8393
Total budgeted cost of all strategies					£156, 145

5. Review of expenditure					
Previous Academic Year		2017/18			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach		Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B. Progress	To create positive culture for learning in all classes		<p>Progress 8 for summer 2018 exams has a difference of 0.5 between students eligible for PP funding and their peers. The pupil progress figure was +0.16 for our FSM students in June 2018.</p> <p>Internal tracking shows no difference in progress between students eligible for PP funding and their peers in both Y7 and Y8.</p> <p>For Y9 and Y10, the difference in progress is much diminished at 0.1 of a grade.</p>	Maintain learning focuses each year. Continue to examine the impact of the high expectations in the classroom and in teaching practices.	£39, 278.22
B. Progress	Improving the quality of marking and feedback to students		Books show increased pride in work and a more uniform approach to marking and feedback within departments	Maintain learning focuses each year. Continue to examine the impact of marking in teaching practices. Impact on workload needs consideration too	
B. Progress	To provide an aspirational curriculum for all		The KS4 options process has been adapted to widen access to the full Ebacc whilst also maintaining a breadth of curriculum. Students now complete some subjects in Year 10 and the bulk in Year 11, with a reduction in stress for students. All students are given access to Ebacc subjects and there are no major discrepancies in uptake of Ebacc subjects between students eligible for PP funding and their peers.	Monitor into results in 2018/19 for current Y10 who will do entry into two GCSEs in June 2019 session	
C. Character	Character, especially a lack of resilience, courage, respect and self-discipline are improved in our students		Character education implemented in Y7-9	Programme needs to be developed to allow for specific focus in year groups in order to be effective-one size fits all approach can be developed further to allow for progression in ideas and conversations explored. More development time is required to allow staff to explore how they will deliver this with their form groups.	
ii. Targeted support					

Desired outcome	Chosen action/approach		Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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.		AR used to identify students in need of support in Y7 and 8. Support provided through English HLTAs and Reading Coordinator	AR is expensive and options require consideration. There is a need to tie up interventions in Y7 to check on overlapping work of HLTAs in Departments and through Inclusion work.	£ 82064.20
B: Behaviour of students to meet Ofsted 'Outstanding' descriptor	Education Coach to work with vulnerable students on a 1:1 or small group basis		Number of high profile behavioural incidents reduced. Education Coach provides targeting support as identified through HoY/SSM team	Better communication of strategies from Coach/External Agencies would support work of teachers/TAs in classroom-joined up approach of identification and support through single documents on Bromcom would help with this.	
C: Destination data reflects equal P16 application amongst PP students compared with their peers	Follow up meetings with Y11 PP in response to Y11 SLT interviews.		15% of students in Y11 were PP (32/215 - E, FSM, S and CLA). 8% of students in Y12 are PP. Further 7 students applied to Post 16, but chose additional pathways.	Consider use of RH and careers advisor to ensure all PP students are given advice for after Y11. Development of PP tracking sheet for tracking to look at how PP students engage with future choices and destinations.	

iii. Other approaches

Desired outcome	Chosen action/approach		Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D: Parents of PP students embrace range of opportunities aimed at increasing parental engagement with the learning process	Increased opportunities for parents to engage with school - such as pre-emptive phone calls in advance of PCE, additional 'catch up sessions' for families not attending and home visits where necessary.		The majority of PP students and their families had contact with school and either attended PTC or received a follow up call. Better record keeping in Y7-9 means there exists a database of attendance with a view to more targeted approach to contact families through school career.	Chasing up year groups trickier in Y7-9 where one single person (e.g. HoY) can identify groups of students/families who might most benefit from school contact. Pre-emptive phone calls were positive and the majority of families spoken to then either attended or chose to hold a separate meeting with us.	£8222.22
D: 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. RH (AHT: Behaviour & Attendance) with the attendance team		Attendance data for the year attendance gap between PP students and non PP students still exists but is closing through closer monitoring and communication with parents. Increased use of outside agencies, Alternative Providers, flexible timetables penalty notices etc to promote better attendance and engagement particularly with persistent absence	Using Alternative providers is very expensive particularly with additional transport costs. Use of some outside agencies can have a very limited impact. Increased communication very effective and use of alternative providers to meet the needs of PAs very positive	

