

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                                   |
|---|--|
| School name   | Cockshut Hill School                   |
| Number of pupils in school  | 990 (28 <sup>th</sup> February 2023)   |
| Proportion (%) of pupil premium eligible pupils   | 61% (603)                              |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                              |
| Date this statement was published   | October 2022                           |
| Date on which it will be reviewed   | February 2022                          |
| Statement authorised by   | Jason Bridges, Principal               |
| Pupil premium lead  | Gemma Sheerman,<br>Assistant Principal |
| Governor / Trustee lead   | Maryam Nkemena                         |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £547,660 |
| Recovery premium funding allocation this academic year  | £153,456 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £701,116 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium money to help us improve and sustain higher attainment, progress and attendance for disadvantaged pupils at Cockshut Hill School. We aim to ensure that disadvantaged students are in line with non-disadvantaged pupils nationally.

There are a number of key challenges we face that are preventing our disadvantaged students from attaining in line with and above national. Those challenges include numeracy, literacy and oracy levels on arrival at Cockshut Hill School. Attendance, learning behaviour in lessons, English as a second language and parental/carer engagement. Our approach will be responsive to the challenges we face as a whole school and also drill down to the individual needs of the students. This will be rooted in diagnostic assessment of students needs not assumptions and anecdotal evidence of the impact of disadvantage.

At Cockshut Hill School our expectation is that all pupils irrespective of background or individual challenges are able to read in line with or above their chronological age and can speak confidently and enunciate words correctly. This will allow students to access exam papers when they reach KS4 ensuring they are able to answer all questions and understand expectations. They will also enter society as well rounded, knowledgeable and confident citizens.

We expect all parents and carers regardless of language or barriers to engage in their child's education and be confident supporting them at home with the necessary skills and technology.

Our expectations are that all students have attendance above national average and feel safe and supported attending school every day.

The approaches we have adopted interweave to ensure students succeed where a range of challenges are present. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils outcomes and ensure high aspirations
- Identify where intervention is required early and ensure proven strategies are used to improve literacy, numeracy and oracy
- Work closely with parents and carers to ensure there is a holistic approach to students attainment ensuring all parents and carers have the tools needed to access and give students the support required

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p><b>Oral language</b></p> <p>Observation though subject and assessment data show underdeveloped oral language and enunciation of subject vocabulary and complex language. The oral language gaps are significant amongst students eligible for pupils premium and EAL students with non-fluent English speaking parents and carers.</p>   |
| 2                | <p><b>Literacy</b></p> <p><u>2021-2022</u></p> <p>Reading assessment data for 2020-2021 show that on entry to Cockshut Hill School 49% of students are below (9-11) their chronological age with 29% significantly below (below age 9) their reading age.</p> <p>Assessment data for September 2021 shows that in year 7; 27% of students are on watch, 11% require intervention and 12% require urgent intervention. Year 8; 24% of students are on watch, 9% require intervention and 13% require urgent intervention. Year 9; 21% are on watch, 11% require intervention and 10% require urgent intervention.</p> <p>Internal and external assessment show that disadvantaged students joining the school mid-year attain less well in reading assessment.</p> <p><u>2022-2023</u></p> <p>SATS data for 2022-2023 year 7 cohort shows that on entry to Cockshut Hill School 30% of year 7 students were below the expected standard in their reading assessment and 30% were below the expected standard in their grammar.</p> |
| 3                | <p><b>Numeracy</b></p> <p><u>2021-2022</u></p> <p>Numeracy data for 2020-2021 shows that on entry to Cockshut Hill school 33% of students are not accessing the school assessment criteria. Although this trend declines though the year groups there are still a significant amount of students not achieving in lines with national expectations.</p> <p>Assessment data for September 2021 shows that in year 7; 31% of students are on watch, 6% require intervention and 11% require urgent intervention. Year 8 data shows 24% of students are on watch, 7% require intervention and 10% require urgent intervention.</p> <p><u>2022-2023</u></p> <p>SATS data for 2022–2023-year 7 cohort shows that on entry to Cockshut Hill school 36% of students did not meet the expected standard in mathematics.</p>   |
| 4                | <p><b>Attendance</b></p> <p>Our analysis shows that disadvantaged students need additional support to ensure better attendance and punctuality.</p>   |

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|---|---|
|   | <p><u>2020-2021</u><br/>October 2021 average whole school disadvantageded student's attendance was 89.4%.</p> <p><u>2021-2022</u><br/>Average whole school disadvantageded student's attendance is 90% (October 2022)</p>   |
| 5 | <p><b>Parent and carer engagement</b></p> <p>Our analysis shows that disadvantageded pupil and families as well as those with English as a second language are less likely to engage with the school and attend school events. This includes engagement in behaviour and attendance intervention as well as academic support and intervention.</p> <p>In October 2021 17% (157) pupils are disadvantageded and EAL.</p> <p>Pre-pandemic attendance showed that average attendance to parent events was 63% compared to 73% of non-disadvantageded pupils. During the pandemic parent events were moved online. Where average attendance is not available due to the systems set up this was not as well received as we had hoped.</p> <p>Current (October 2022) data shows that 19% of pupils (187) pupils are disadvantageded and EAL.</p> |
| 6 | <p><b>Mental health and wellbeing</b></p> <p>Within out school setting over the last 2 academic years the number of pupils needing additional support with social and emotional needs or mental health support has significantly increased. We have a number of students receiving some form of intervention and/or support.</p>  |
| 7 | <p><b>Technology</b></p> <p>Many students within the school setting do not have access to electronic devices. This includes access to devices that are compatible to complete work on, wi-fi to access Microsoft Teams and online programmes to support study and complete homework. Alongside this, many parents and carers do not have sufficient understanding of how to access and configure technology to support with home learning.</p>  |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria  |
|--|---|
| Improved oral language for disadvantageded students  | Students speak fluently and confidently in whole class situations. Students are able to articulate a range of subjects confidently using specific vocabulary. |
| Improved literacy levels for disadvantageded students and all students leave as strong readers | 59% of Year 7 students are at or above benchmark expectations in star reader assessment.  |

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|  | <p>68% of Year 8 students are at or above benchmark expectations in star reader assessment</p> <p>73% of Year 9 students are at or above benchmark expectations in star reader assessment</p>    |
| Improved numeracy levels for disadvantaged students  | <p>69% of Year 7 students are at or above benchmark expectations in star maths assessments.</p> <p>74% of Year 8 students are at or above benchmark expectations</p>                             |
| Improved attendance for disadvantaged students   | Attendance for disadvantaged pupils is 94% or above.   |
| Improved parental engagement for disadvantaged and EAL students  | <p>Disadvantaged pupil's parent's/carers attendance to parents evening and parent's events is above 75%.</p> <p>Disadvantaged EAL students parent's/carers attendance to events is above 75%</p> |
| All students have access to technology to enable them to access home learning, online support programmes and complete homework | Every student can access online learning and Teams from home.  |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £300,595.15

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Whole school embedding of the EEF literacy strategy in lesson.</p> <p>This will include the focus on disciplinary literacy across the curriculum, targeted vocabulary instruction in all subjects, implementation of complex academic texts in all subjects through the 'Love to read' strategy amongst other classroom opportunities, increased opportunities for extended writing and accountable talk in all subjects.</p> <p>£45,000</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>  | <p>1,2</p>                    |
| <p>Embedding the direct instruction model and task board in all classrooms based on the 5 principles of instruction by Shaun Allison and Andy Tharby.</p> <p>This will include ongoing professional development of how to successfully use task boards for maximum impact. As well as sharp focus by the lead practitioners on how to hone the 5 principles within lessons.</p> <p>£110,000</p>   | <p>The model gives structure, routine, ensures consistency, develops teacher's subject knowledge as you have to be an expert to model and explain.</p> <p>Research says it is good practice- based on EEF Research School and Rosenshine's Principal of Instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> | <p>1,2,3</p>                  |

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|---|---|----------------|
|   | <a href="https://evidencebased.education/great-teaching-toolkit-leaders/?utm_term=teachers%20toolkit&amp;utm_campaign=Great+Teaching+Toolkit&amp;utm_source=adwords&amp;utm_medium=ppc&amp;hsa_acc=1173505229&amp;hsa_cam=13691693409&amp;hsa_grp=123710654826&amp;hsa_ad=530284700544&amp;hsa_src=g&amp;hsa_tgt=kwd-295561082059&amp;hsa_kw=teachers%20toolkit&amp;hsa_mt=b&amp;hsa_net=adwords&amp;hsa_ver=3&amp;gclid=EAlaIQobChMliOGH08GO9AIVhBitBh0aHANTEAAYASAAEglqxPD BwE">https://evidencebased.education/great-teaching-toolkit-leaders/?utm_term=teachers%20toolkit&amp;utm_campaign=Great+Teaching+Toolkit&amp;utm_source=adwords&amp;utm_medium=ppc&amp;hsa_acc=1173505229&amp;hsa_cam=13691693409&amp;hsa_grp=123710654826&amp;hsa_ad=530284700544&amp;hsa_src=g&amp;hsa_tgt=kwd-295561082059&amp;hsa_kw=teachers%20toolkit&amp;hsa_mt=b&amp;hsa_net=adwords&amp;hsa_ver=3&amp;gclid=EAlaIQobChMliOGH08GO9AIVhBitBh0aHANTEAAYASAAEglqxPD BwE</a> |                |
| <p>Embedding the use of subject data analysis documents and CIDs (class intervention documents) in all classrooms to identify early underachievement and make strategic rapid interventions.</p> <p>CIDs will be updated on a half term basis to ensure timely review and either adaption or re-selection of key subgroup students.</p> <p>Monitored through subject reviews, subject leader QA, SLT QA.</p> <p>£25,000</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>  | <p>1,2,3,5</p> |
| <p>Embed an effective coaching and mentoring programme to raise the standards of curriculum delivery across the school</p> <p>This will include staff qualifying with Andy Bucks Basic Coaching qualification. Those that are participating in mentoring will have</p>  | <p>Coaching and mentoring helps to develop staff team's practice at all levels. Support and teaching staff at all levels.</p> <p>It supports with well-being, collaboration, knowledge and skill</p>  | <p>1,2,3,6</p> |

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|---|---|-------------------------|
| <p>Summit Learning Trust Professional Learning Institute training on expectations regarding mentoring. Staff will use their skills working with other for support and development. All UPS staff will coach and mentor.</p> <p>£51,700</p>  | <p>development and has allowed for stronger links and relationships across our Trust.</p> <p>All staff members have facility to access a coach and it improves performance.</p> <p>Exemplary evidence from two coaches at CHS was utilised as part of Andy Buck's training resources.</p> <p><a href="https://www.employment-studies.co.uk/system/files/resources/files/hrp8.pdf">https://www.employment-studies.co.uk/system/files/resources/files/hrp8.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> |                         |
| <p>Standardized diagnostic mathematics and reading assessment to identify pupil need for 1-1 intervention, small group tuition and curriculum intervention.</p> <p><b>£7895.15</b></p>  | <p><a href="https://www.renlearn.co.uk/success-story/">https://www.renlearn.co.uk/success-story/</a></p>  | <p>2,3,7</p>            |
| <p><i>Curriculum resources and experiences provided to improve teaching and learning:</i></p> <ul style="list-style-type: none"> <li>• <i>Cooking ingredients provided for all students at KS3</i></li> <li>• <i>Cooking ingredients provided for all students at KS4 examination</i></li> <li>• <i>Replenishment of equipment in DT – Hospitality and catering/cooking</i></li> <li>• <i>GCSE English literature performance – an inspector calls</i></li> </ul> |   | <p>1, 2, 3, 4, 6, 7</p> |



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| <ul style="list-style-type: none"> <li>• Full set of dictionaries provided for all English classrooms</li> <li>• Up to date and more photography equipment provided for the art department</li> <li>• Photographer visit to GCSE groups</li> <li>• KS4 trip to the court of Law for targeted students</li> <li>• Portable mirrors for the dance studio</li> <li>• 2 x pianos with stands and amps</li> <li>• 2 x Acoustic guitars</li> <li>• History text books – GCSE</li> <li>• Calculators</li> <li>• Headphones for in house 1-1 tutoring</li> <li>• EAL translation tablets</li> <li>• Speech and language screening (SEND)</li> </ul> <p><b>£52,000</b></p> |  |  |
| <p><i>Project 1 – Support and develop leadership in curriculum areas</i></p> <p><b>£3000</b></p>  |  |  |
| <p><i>Project 2 – Targeted SEND progress support. Completion of level 7 access arrangement course. Support SENDCO with preparing students for exams and how to utilise their access arrangement</i></p> <p><b>£3000</b></p>   |  |  |
| <p><i>Project 3 – Targeted SEND progress support. Completion of level 7 access arrangement course. Support SENDCO with preparing students for exams and how to utilise their access arrangement</i></p> <p><b>£3000</b></p>   |  |  |

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £242,177.08

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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|--|---|--------------|
| <p>Year 11 period 5 (additional 4 hours teaching per week for academic year), delivered by teaching staff in students' teaching groups</p> <p>Students will access a period 5 lesson, 3-4pm Monday, Wednesday, Thursday and Friday every week. The lessons will be taught curriculum focusing on both new content and retrieval. Period 5 is mandatory and all students will attend, with support where necessary.</p> <p>£110,000</p> | <p>Students will attend compulsory revision sessions to support knowledge recall and exam question practice. Period 5 lessons will be delivered by subject specialists and the students own class teacher to ensure content is be-spoke and will support progress. Students will be exposed to additional learning that otherwise they would be reluctant to participate in (previous optional revision sessions yielded 40-60% attendance).</p>  | <p>1,2,3</p> |
| <p>KS3<br/>12hrs bespoke 1-1 mathematics tuition for all SEND and HAP students using MyTutor</p> <p>Tuition will be bespoke to the student's needs, and be delivered by online professionals under the supervision of the year achievement leader</p>  | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf</a></p>       | <p>1,2,3</p> |
| <p>KS3<br/>6 weeks Lexonik tuition for all y7 SEND students with trained HTLA</p>  | <p>Evidence indicates that one to one tuition can be effective, providing <b>approximately five additional months' progress on average</b>. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> | <p>1,2,3</p> |
| <p>KS4 mathematics HAP and SEND tuition</p>  |   | <p>1,2,3</p> |
| <p>KS4 mathematics lower than PPG4</p>   |   | <p>1,2,3</p> |
| <p>KS4 triple science tuition</p>  |   | <p>1,2,3</p> |
| <p>KS4 English SEND and HAP tuition</p>  |   | <p>1,2,3</p> |

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|--|---|-----------|
|  | <a href="#">learning-toolkit/one-to-one-tuition#:~:text=a%20structured%20intervention,-,How%20effective%20is%20the%20approach%3F,to%20result%20in%20optimum%20impact</a>  |           |
| <p>School holiday small group tuition in GCSE/Vocational subjects at KS4</p> <p>School holiday small group tuition for English and Mathematics at KS3</p> <p><b>Total tutoring spend (40% top up of school led tutoring grant) £61,844) to come from Pupils Premium allocation</b></p> | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>   | 1,2,3     |
| <p>KS4 form time English and Mathematics delivered by English and Mathematics teachers</p> <p>£9233.08</p>   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>   | 1/2/3     |
| <p><i>Revision books supplied for all Year 10 students</i></p> <p><i>Books will be distributed alongside a Year 10 parent engagement evening. The evening will also engage parents and carers in how to support students at home with revision and wellbeing.</i></p> <p>£13,600</p>   | This is a strategy that has been used year on year to ensure all students have access to the same quality of revision resources.  | 1,2,3,5,6 |
| <p>FreshStart reading programme timetabled for those students identified as requiring urgent intervention.</p> <p>£500</p>   | <p>For our weakest readers in Year 7, identified as urgent intervention (red) on AR in September 2021, an additional phonics/reading intervention is timetabled, Fresh Start.</p> <p><i>‘Only 73% of pupils leaving primary school reached the expected level of reading in</i></p> | 2         |

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|   | <p>2019. Put simply then, one in four children will not read will in school and likely beyond. This reading gap between primary and secondary school can see many pupils unprepared for the changing demands of academic reading in secondary school and with too little time to catch up.’ Alex Quigley, Closing the Reading Gap</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>                                  |          |
| <p>Two form time reading sessions per week for Years 7-10</p> <p>Form time reader texts are mapped in line with personal development plan and the 9 protected characteristics</p> <p>Teachers model fluent and expressive reading out loud in form</p> <p>£1000</p> | <p>Exposure to a range of diverse texts and to promote reading for pleasure and to expose students to reading out loud to build reading stamina and to support their development.</p> <p>“Just reading’: the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms”. Link below:</p> <p><a href="http://sro.sussex.ac.uk/id/eprint/70702/1/_smb_home.uscs.susx.ac.uk_d_m50_Desktop_Westbrook%20et%20al.pdf">http://sro.sussex.ac.uk/id/eprint/70702/1/_smb_home.uscs.susx.ac.uk_d_m50_Desktop_Westbrook%20et%20al.pdf</a></p> | <p>2</p> |

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| <i>Employment of HTLA on a 12 month contract to provide in lessons support to a range of SEND students where need is greatest</i><br><br><i>£25,000</i> | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a> | 1,2,3   |
| <i>Academic mentors – science</i><br><br><i>£21,000</i>   | <a href="https://www.gov.uk/guidance/academic-mentors">https://www.gov.uk/guidance/academic-mentors</a>   | 1, 2, 3 |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £162,126.77

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>EWO 1 additional day per week with the support of interpreters to engage with hard-to-reach families</i><br><br><i>£10,000</i>                           | Academic studies have shown a direct link between attendance and progress towards GCSE grades. 19 days of school missed per year (attendance of 90%) equals one GCSE grade dropped on average.<br><br>Interpreters available for parents of EAL utilised to ensure that key messages are delivered to parents, including the importance of Attendance.                  | 4                             |
| Designated wellbeing team to promote wellbeing and protection of mental health, as well as work directly with students and families at risk.<br><br>£39,900 | Signposting the support the school and outside agencies can provide will allow students to self-manage their mental health care. Exposing parents and carers to how they can support and what is on offer though the school will triangulate the process ensuring the students' needs are met.  | 7                             |
| Senior pastoral lead behaviour appointed to ensure rigor in set up and implementation of the adapted behaviour system.<br><br>£20,000                       | A senior pastoral lead that sits on the senior leadership teams is integral in making decisions to best support the students when pastoral intervention is required and selecting appropriate consequences. By sitting on the senior leadership team, they are a breast of school processes and protocols and can ensure updates on students are fed back to key staff. | 4,5                           |

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| <p>KS3 &amp; KS4 behaviour leads to oversee implementation and rigor to each key stage as well as their own year group.</p> <p>£40,229</p>   | <p>The quality assurance process is more streamlined with pastoral leads overseeing each key stage. This allows appropriate levels of challenge to ensure that rhetoric is reality. It also supports more inexperienced staff with their role and gives an escalation process when dealing with poor choices from students</p>   | <p>4,5</p>         |
| <p>Achievement leader form time key group intervention focus on student with</p> <ul style="list-style-type: none"> <li>• Poor commitment to learning and underachievement</li> <li>• Good CTL and underachievement</li> <li>• General areas of concern – attendance, wellbeing</li> </ul> <p>This will include regular contact with home to provide feedback on progress and attitude to learning.</p> <p>£7000</p> | <p>Parent engagement has a positive impact of an additional 4 month's progress. There are also higher impacts for pupils with low prior attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>   | <p>4,5,6</p>       |
| <p>Provide technical support for EAL students and parents/carers.</p> <p>To provide students with tablets that have translation devices built in to allow them to access the curriculum. Students that have been identified as a low English language proficiency will learn how to use them to enhance their understanding and access the curriculum</p> <p>£3897.77</p>  | <p>Parental engagement has a large and positive effect on children's learning.</p> <p>Parent engagement has a positive impact of an additional 4 month's progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Use of interpreters and translated communication will allow parents to be more confident in their communication with school, as a barrier to effective parental involvement is removed.</p> | <p>1,2,3,4,5,7</p> |

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| <p><i>Embed regular opportunities for parent engagement events to support home learning and to build relationships with the school and parents/carers. Including parent information evenings at KS3 and KS4</i></p> <p><i>£ included in above</i></p> | <p>Parental engagement has a large and positive effect on children's learning.</p> <p>Parent engagement has a positive impact of an additional 4 month's progress.</p> <p>Range of parental engagement across all year groups and key groups to support both student and parent has a positive impact on progress and well-being. Such events will follow a blended approach to allow for more flexibility around parent/carer commitments. Where communication is strong, students make better progress. Improved parental engagement supports all stakeholders for best outcomes, both academic and welfare.</p> | <p>5,7</p>  |
| <p><i>Literacy community event</i></p> <p><i>£2000</i></p>  | <p><a href="https://files.eric.ed.gov/fulltext/ED496346.pdf">https://files.eric.ed.gov/fulltext/ED496346.pdf</a></p>   | <p>5, 6</p> |
| <p><i>Community Iftikhar</i></p> <p><i>£1000</i></p>  | <p><i>To engage the local community and families of parents and carers we will be holding a community Iftikhar on 31<sup>st</sup> March 2023</i></p> <p><i>This will be an opportunity for people to come together and celebrate at the school and develop community links</i></p>   | <p>5</p>    |
| <p><i>Impact mentoring from 'Foundation 4 the future' for students at risk of disengagement in school and outside negative influence</i></p> <p><i>£24,000</i></p>  | <p><a href="https://www-foundations4thefuture.co.uk/index.php/about-us/school-testimonials">https://www-foundations4thefuture.co.uk/index.php/about-us/school-testimonials</a></p> <p><a href="https://www-foundations4thefuture.co.uk/index.php/about-us/pupil-testimonials">https://www-foundations4thefuture.co.uk/index.php/about-us/pupil-testimonials</a></p>  | <p>4,6</p>  |
| <p><i>Day saver bus tickets provided for parents and carers of pupil premium students to attend meetings, events and transport to school for out of area students</i></p> <p><i>£1000</i></p>   | <p><i>We are seeing an increase in the number of parents and carers that are unable to attend parent meetings and events due to the rising cost of transport. This is also having a knock-on impact to some student's attendance and safely getting to school. Particularly if they are out of catchment and do not qualify for a free bus pass.</i></p>   | <p>4,5</p>  |
| <p><i>Subsidised trip to Ogwen cottage</i></p> <p><i>£2000</i></p>  | <p><i>With the high cost of overheads for outward bound trips it is often not accessible for a number of students. To reduce the overall cost of the trip PP money has been used to allow more students to access it</i></p>   | <p>5, 6</p> |
| <p><i>Wifi dongles</i></p> <p><i>£1100</i></p>  | <p><i>Upfront then monthly cost to allow students to access the internet and complete SENECA homework and Hegarty maths</i></p>  |             |

|                                     |  |  |
|-------------------------------------|--|--|
| <i>Food for students<br/>£10000</i> | <i>To ensure students have a meal when staying for tuition, revision and additional learning support</i> |  |
|                                     |  |  |

*Information in blue italics relates to COVID recovery and school led tutoring grant.*

**Total budgeted cost: £704,899**




## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

**Please see separate review documents on website**

## Further information (optional)

In planning  new 3 year pupil premium strategy (October 2021-October 2023), we looked as a whole at the key drivers to underachievement and what that meant for the pupils at Cockshut Hill School. We evaluated what our key challenges were and what had been exacerbated by the pandemic. We also used our trust expertise and similarities to identify what had worked well in similar context schools. We underwent research of similar school nationally and how they had combatted the disadvantaged achievement gap and adopted a number of proven interventions and strategies to drive achievement of key groups. The seminars and training undertaken by these key school leaders has proved invaluable in understanding more about what will practically close the gap.

We undertook extensive research, particularly looking at the drivers behind the disadvantage gap and broke down how we could tackle some of these from a school context. We also identified how the pandemic had widened the gap for our learners looking more deeply at mental health and wellbeing and access to technology. The pandemic has highlighted more than ever our need to make parent/carer engagement and parent/carer support a priority as this was something the pastoral team worked tirelessly on throughout the periods of lockdowns and isolation periods. Although we forged better relationships with a range of parents and carers as a result there is notably still a lot of work to do with certain groups.

We have adopted a heavily researched based approach working closely with the EEF implementation guidance and a range of strategies.

One of our main focuses throughout the year is stronger expectations around implementation of effective practice, feedback and use of the EEF literacy guidance to ensure robust systems are in place to drive attainment amongst other things of our disadvantaged students.