

Pupil premium strategy statement – Cockshut Hill School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	972
Proportion (%) of pupil premium eligible pupils	67.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	October 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Marc O'Malley
Pupil premium lead	Gemma Sheerman
Governor / Trustee lead	Maryam Nkemena

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£614,775
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£614,775

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

To support our decision of how to use the pupils premium grant we have drawn upon the following sources:

- The EEF guide to the pupil premium with particular focus on evidence reviews in attendance, secondary literacy, metacognition and self-regulation.
- The Sutton Trust – school funding and pupil premium 2024.7
- Unity research school, supported by the Education Endowment Foundation

Challenges

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

Challenge number	Detail of challenge
1	Attendance <u>2023-2024</u> Average whole school disadvantage student's attendance was 84.84%. Attendance for disadvantaged pupils is identified as a problem at both KS3 and KS4. We have established that disadvantaged pupils are more likely to become persistently absent which in turn can result negatively on their GCSE outcomes. Data shows us that year 11 students that fell in to the below 90% attendance bracket had an average progress 8 score of -1.25 with the disadvantaged students in that bracket scoring an average of -1.78. This is in comparison to our disadvantaged students whose attendance was above 97% scoring -0.32.
2	Literacy Our analysis shows that the current levels of literacy of our learners at CHS are; Y7 - 3% of learners are below 7 years old1 100% are PP; and 34% are at or below 10 years old, 73% are PP. Y8 - 13% of learners are below 8 years old, 77% are PP; and 30% are below 11 years old, 73% are PP. Y9 - 16% of learners are below 9 years old, 73% are PP; and 32% are below 12 years old, 64% are PP.
3	Parent and carer engagement Attendance to progress evenings has declined steadily since 2021 with the implementation of online events impacting heavily on attended live events. Online events are now obsolete and all parent events will be live to ensure we can track and monitor and have more impact. Year 8 and 9 progress evenings last academic year were held online and poorly attended. Following this, the remaining events were moved to live events, however attendance was below expectations.

	Year 7 – 69% Year 10 - 42% Year 11 - 47%
4	Mental health Within out school setting over the last 3 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.
5	Metacognition and self-regulation It has been identified that a large proportion of our disadvantaged pupils lack the skills required to think about their own learning explicitly and have the skill set to plan, monitor and evaluate what works for them. Disadvantaged students have also been identified with struggling with self-regulation, particularly the mental process involved in learning and retaining information and the motivation element of being willing to learn. One of the key drivers in this is the students not understanding the link between education and career and how to achieve their chosen path. This links to challenge number 6, students aspirations.
6	Raising aspirations A number of our disadvantaged pupils come from families who have little or no experience of higher education. Consequently, going on to university and the path and qualifications needed to their chosen career is unknown. Pupils from disadvantaged backgrounds often need additional support with college/6 th form application process and additional exposure to post 16 options to make informed choice.

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
To ensure disadvantaged learners make comparable progress to non disadvantaged	- Percentage of students gaining a grade 4/5+ in English and Mathematics - Attainment 8 score of the school
To raise levels of attendance and punctuality of our disadvantaged learners	Disadvantaged learner attendance is 94% or above
To improve literacy levels of our disadvantaged learners	To reduce the percentage of disadvantaged students that are below their chronological age for literacy
To engage parents and carers in multiple events to support learner progress and outcomes	- Attendance above 75% at KS4 parent, carers and learner's events - Progress evening to have attendance above 75% - Successful implementation of multiple parent/carers community events
To encourage emotionally healthy and positive behaviours in disadvantaged learners	Positive impact from mentoring programmes

	Positive impact from pastoral intervention including reduction in behaviour sanctions and increase in praise points
To support disadvantaged learners in gaining places at post 16 providers either studying a level 3 qualification, apprenticeship, or suitable alternative.	- To reduce the NEET figure to below 2% - Number of students going on to study post 16 at level 3 or embark on apprenticeships
To engage pupils in their learning and foster an environment of self-regulation and motivation in the classroom	- High levels of engagement from learners in subject reviews - Disadvantaged learner's participation in tuition, extra-curricular and additional experiences to increase

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

Budgeted cost: £239,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching and recruitment and retention of highly qualified staff	The evidence suggests the use of 'metacognitive strategies' which get pupils to think about their own learning can be worth an equivalent of 7+ months progress when well used. We aim to incorporate self-regulation into our teaching methods which allows our learners to learn the process of learning which will support them in their journey through education. The EEF metacognition and self-regulation of learning summary of recommendations can be found here Further information on metacognition and self-regulated learning can be found here	1, 2, 5
Whole school embedding of the EEF literacy strategy in lesson	The EEF suggests that early literacy approaches can have an impact of 4+	2

through the employment of school based literacy lead. 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.	months with reading comprehension strategies 6+ months. The EEF guidance poster can be found here which forms part of our whole school approach. The EEF guidance report details prioritising disciplinary literacy across the curriculum well as the use of academic text which encompasses our love to read strategy.	
Embed departmental data analysis through live context sheets and regular opportunities to identify underachieving learners and intervene where necessary. Quality assurance embedded through LMM.	'Unity Research School' researched the link between underachieving learners and those particularly from disadvantaged backgrounds and those with SEND. Both key underachieving subgroups. The findings suggest that each learners' needs must be identified through regular discussion and observation. Once established learners inclusive teaching strategies should be adopted to close the gap. Utilising CPD and department time effectively gives ample opportunities for expert subject leaders to facilitate this approach.	4,5,6

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

Budgeted cost: £206,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sparx mathematics	The EEF states that the effective use of homework can have an impact of 5+ months. Online platforms allow all learners to access resources easily from home. Sparx maths identified that users made 83% more progress with just 15 minutes dedicated to utilizing the platform a week with a further 67% more progress for each additional 15 minutes.	5, 6

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 Including: • Y11 revision and post 16 event • Y10 revision and KS4 progress event • Community Iftar • Careers and post 16 event – summer 2025 y8,9,10 £6000	Parental engagement has a large and positive effect on children's learning. The EEF identified that Parent engagement has a positive impact of an additional 3+ month's progress over the course of a year. We will be using the EEF summary of recommendations to support our approach. 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.	3
Revision books, study guides and English literature tests supplied for all Year 10 students to support learners earlier £18,000	As stated in the EEF summary of recommendation for parent engagement the book gifting will be alongside post 16 providers and careful advice on how to support learners at a dedicated information event.	2, 3, 5, 6
Two form time reading sessions per week for Years 7-10 Form time reader texts are mapped in line with personal development plan and the 9 protected characteristics Teachers model fluent and expressive reading out loud in form £1000	The EEF suggests that early literacy approaches can have an impact of 4+ months with reading comprehension strategies 6+ months. The EEF guidance poster can be found here which forms part of our whole school approach. The EEF guidance report details prioritising disciplinary literacy across the curriculum well as the use of academic text which encompasses our love to read strategy.	2
Employment of Mathematics tutor to work with LPA learners in either a supportive role in class or through	The EEF suggest 1-1 and small group tuition can have 5+ months impact in a year. As identified by the EEF one to one tuition teacher toolkit small group tuition has the most	5, 6

small group intervention during mathematics lessons. £28,000	impact when explicitly linked to normal lessons. Learners requiring intervention will be carefully selected based on prior attainment and data collection points.	
Achievement coordinator role to focus on driving attendance to progress evening across the key stages as well as leading on driving aspirations and motivation of learners. £3344	The EEF published recommendations on how to effectively work with parents to improve children's learning and improve their outcomes. The poster of recommendations can be found here. The role will support the implementation of strategies in the EEF research paper looking at 'How Can Schools Can Support Parents' Engagement in their Childs Learning?'	1,3,5,6
KS4 SENDCO support role with a specific focus on our disadvantaged SEND learners and access arrangements. £3000	'Unity Research School' researched the link between underachieving learners and those particularly from disadvantaged backgrounds and those with SEND. Both key underachieving subgroups. The findings suggest that each learners' needs must be identified through regular discussion and observation. Once established learners inclusive teaching strategies should be adopted to close the gap. This role will allow a particular focus on KS4 SEND learners and support preparing for exams and utilizing their access arrangements effectively.	1,3,5,6
Achievement leaders for each year group to drive aspirations and achievement and bridge the communication gap between school and parents/carers. This includes through programmes such as • The girls network • Aspire to Aston • Junior Saunders • IBIS hotel working • Power of Hair workshop • BBC PA workshops	The EEF describes raising aspirations as 'the things young people hope to achieve for themselves in the future'. Aspiration interventions tend to fall into three broad categories: 1. interventions that focus on parents and families; 2. interventions that focus on teaching practice; and 3. out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. Achievement leaders will ensure through work with our careers lead	1,3,5,6

• HS2 workshops • Oxford university visit • Stem girls mentoring £35,000	and other key leaders in the school learners gain exposure to new opportunities whilst developing self esteem, motivation or self efficacy. This links to metacognition and self regulation.	
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Wider strategies

Budgeted cost: £168,849

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO 1 additional day per week with the support of interpreters to engage with hard-to-reach families £10,000	The EEF attendance intervention rapid evidence assessment demonstrates that parent engagement has a small positive impact on learners attendance with mentoring having widely varying results. With this in mind and knowing that many 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 the planned use of a educational welfare officer supporting externally and building positive relationships will support attendance of key learner groups. Interpreters available for parents of EAL utilised to ensure that key messages are delivered to parents, including the importance of attendance.	1
Designated wellbeing team to promote wellbeing and protection of mental health, as well as work directly with students and families at risk. £39,900	Evidence from the EEF teacher toolkit suggests that effective social and emotional education can have an impact of 4+ months for students. The wellbeing team as suggested in the toolkit will work on developing self management of emotions and targeting shorter regular sessions.	4
Senior pastoral lead behaviour appointed to ensure rigor in set up and implementation of the adapted behaviour system.	The EEF toolkit for behaviour interventions demonstrates an impact of 4+ months when used to tackle anything from low level	1, 3, 4

Aspirational speakers - Junior Saunders - £1000 - GB athletes - More tbc £3000	Whilst the EEF toolkit rates the impact of “Aspiration interventions” as unclear, a challenge concerning our disadvantaged pupils has been a lack of knowledge or experience of higher education or the professional world in their family settings. Our Careers leader has organised a number of external trips, university visits, post 16 events and speakers to engage and inform our learners of the path to success	4, 5, 6
Providing all food technology ingredients and containers £6000	Past experience has shown that a barrier to students engaging with practical subjects including food technology is the affordability of cooking ingredients. For the past 2 years this has been very successful and allowed all students to participate in the lessons.	1, 4, 6
School nurse £8000	With a limited number of resources in the local community and reluctance of parents/carers to access healthcare when required the contract with the NHS on providing a school nurse means we have in house provision to support student needs. This will support students with health assessment, questions and concerns. The school nurse will also signpost and refer where appropriate.	1, 4
Unifrog £1000	The EEF careers and education infographic states that careers education works best when students have personalised guidance. Unifrog allows impartial advice on course and opportunities at post 16	5, 6

Total budgeted cost: £614,775

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	2019 (Exams)	2020 (CAGS)	2021 (TAGS)	2022 (EXAMS)	2023 (EXAMS)	2024 (EXAMS)
Progress 8	-0.19	n/a	n/a	-0.07	-0.38	-0.56
Attainment 8	3.65	4.06	4.30	4.30 (40.03)	3.79 (37.88)	3.72 (37.20)
Basics 4+	36.8% (75)	52.1% (113)	50.2% (110)	54.4% (106)	47.3% (95)	49.2% (98)
Basics 5+	17.2% (35)	30.9% (67)	32% (70)	38.9% (75)	26.9% (54)	21.1% (42)
EBacc 4+	15.7% (32)	17.5% (38)	18.7% (41)	17.6% (34)	21.9% (44)	14.6% (29)
EBacc 5+	6.4% (13)	10.6% (23)	14.2% (31)	14% (27)	12.4% (25)	6.5% (13)

	2019	2020 (CAG)	2021 (TAG)	2022	2023	2024
PP	35.9	37.54	39.1	38.77	30.92	34.06
A8	30.6%	49.6%	38.5%	43.3%	30.3%	43.9%
Basics 4+	18.4%	23.9%	22.1%	30.8%	19.2%	14%
Basics 5+						

Please see documents PP strategy review 2023-2024 for a comprehensive breakdown of the impact of each spend.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Foundations for the future mentoring	Foundations for the future
Bouncing statistics maths and mentoring	Bouncing statistics
The Girls Network	The Girls Network
Parent Power	The Brilliant Club
Academy Achievers	Be me digital inclusion mentoring