

Pupil Premium Report for The Cottesloe School



Pupil Premium Spending 2020 – 2021

SUMMARY INFORMATION

Date of most recent pupil premium review:	September 2020	Date of next pupil premium review:	July 2021
Total number of pupils:	1084	Total pupil premium budget:	£119,375
Number of pupils eligible for pupil premium:	136	Amount of pupil premium received per child:	£877.76 (average)

STRATEGY STATEMENT

At The Cottesloe School we care about our disadvantaged pupils and ensure, where possible, to break down any barriers that hinder their progress. We want our disadvantaged pupils to enjoy life at school, to feel a part of the community and ultimately to flourish, giving them choice and opportunity when they eventually choose to leave us.

We were pleased with the progress made by our disadvantaged pupils last year, which continues to grow. However, there is still a gap to close between our Pupil Premium students and the non-Pupil Premium students. Through this strategy, we outline the specific initiatives used to support our disadvantaged pupils. Teachers are incredibly supportive at The Cottesloe, ensuring that all students receive excellent education, no matter what their background is. Much of this is due to the ethos of the School.

In order to enable our disadvantaged pupils to make the same progress as our non-disadvantaged pupils, we rigorously plan and evaluate the best ways to support and challenge our pupils, drawing on meaningful research and best practice. Our aspiration is that at The Cottesloe School, students will follow a 'Cottesloe Journey' that combines learning about and from the world we live in. Students will experience a sense of fulfilment through educational and personal achievement.

Assessment Information

END OF KS4		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving 9-4 English and Maths	47.4%	79.5%
% achieving Combined Science	41%	63%

Barriers to Learning

Children in receipt of the pupil premium experience a wide range of complex barriers to their learning and social development. As a school, we work hard to understand the needs of every child, so that they can be effectively addressed. Although every child is unique and their needs considered in their own right, we identify some shared barriers on which we choose to focus our collective attention. These barriers are listed below.

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	KS3 academic barriers: wide range of barriers seen, from lower ability children entering the school with under-developed numeracy and literacy skills, to higher ability pupils entering the school with a lack of academic aspiration and poor independent study skills. Additionally, we see a wide cross over between pupil premium pupils and SEN needs.
B	KS4 academic barriers: as above, we see a wide spectrum of academic needs often highlighted through Maths and English. Some pupils lack academic ambition and do not develop the necessary self-discipline to work independently (or may lack access to a suitable work environment). Additionally, we see a wide cross over between pupil premium pupils and SEN needs.
C	Staff knowledge and awareness: depth of understanding amongst staff can be a potential barrier. With a low number of PP pupils, we can sometimes make assumptions that pupils will make good academic progress without the need for interventions. When staff do not know who the students are or what their personalised barriers are, differentiation and support are not effectively provided to meet individual needs.

ADDITIONAL BARRIERS

External barriers:

D	Financial barriers: some children struggle to attend opportunities available (trips, events, clubs) due to financial constraints. This barrier can also stretch into uniform and resource needs, with potential links to low aspiration, limited cultural capital and stigma. There are also a small number of pupils who come to school without any food and may be only having one meal a day. Having access to IT equipment was also an issue during Lockdown and a number of laptops were 'loaned out' in order to help support students.
E	Mental health and well-being: some children develop mental health barriers, with low aspiration and low self-worth, potentially feeding into more serious mental health issues. This barrier can also be linked to behavioural and attendance barriers. Some students were impacted through Lockdown and the School ensured that strategies were adapted in order to support students at home.
F	Attendance: Attendance rates for pupils eligible for pupil premium are close to, but can fall below that of non-pupil premium pupils. Absence can impact on students' progress and overall grades. There have also been times when there has been a need to dis-apply timetables for some students. Reducing school hours for some pupils causes them to fall behind on average.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	To enhance the curriculum, including preparations for further closures, by building on the successful introduction of Google educational tools to create a sustainable model for the use of ICT to support learning in and beyond the classroom.	All PP students being able to engage with Google Classroom, both at home and in School, ensuring they can access the curriculum at any point.
B	To improve outcomes for HPA, disadvantaged and diminish attainment gaps between boys/girls through the development of a robust data management system that informs interventions and strategies.	A clearly structured intervention programme that results in a closing of the gaps between PP and Non-PP.
C	To further improve the culture of wellbeing through the curriculum, including RSE, promoting equality and diversity, reducing our environmental impact and the effective use of support staff and resources to support C-19 recovery.	A broad and balanced curriculum that not only supports academic learning but also the culture of wellbeing, particularly with the impact of C-19.
D	To implement a coherent and cohesive plan to use 'Catch Up' funding post C-19 that enables students to take their next steps in education, training or employment.	Catch up funding directed towards the closing of gaps in students learning to ensure they move forward

E	To enhance the wider learning opportunities for students to further embed Healthy Relationships and 6Cs, including D of E and Student Leadership opportunities.	To make wider learning opportunities more accessible to PP students
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Planned Expenditure for 2020-2021

Academic Year	2020/21			
Strategy and allocation of funding	Actions to be taken	How will we measure impact? How does it link to the desired outcomes? What is the rationale for this choice?	Staff lead	Review point
Students follow a progressive, deep and knowledge rich curriculum and engage with wider learning opportunities that supports their academic and personal development.	<p>Provision of IT to Support Learning £1500, including:</p> <ul style="list-style-type: none"> • MyMaths • PIXL Maths and English Apps • Maths Box • Tassomai Science <p>Extra Curricula £5000, including:</p> <ul style="list-style-type: none"> • Duke of Edinburgh • Music lessons/tuition • Drama lessons • Homework Club <p>Equipment and books supplied to students who need them. This will also include the subsidised Chromebooks for disadvantage students £8500</p>	<p>Links to Barriers A, B, C & D</p> <p>Measured through completion of exam timetables (monitored prior to mock and formal exams). Measured via outcomes in mocks and formal exams.</p> <p>Rationale: Pupils often do not have the support at home to enable them to progress. Furthermore, high ability pupils who would usually have developed the capacity to work independently often have not fully developed the skills needed to manage their own study time effectively.</p> <p>Measured through take up of students and the impact it has on their learning at school</p> <p>Rationale: Due to the impact of Covid-19 and Lockdown, School engaging with online learning through Google Classroom, GCSE POD, My Tutor, etc.</p>	<p>Deputy Head Assistant Headteacher: Progress and Attainment Head of Core</p> <p>Assistant Headteacher: Entitlement and Development</p>	January 2021

Implement a consistent, coherent and cohesive strategy to brand the school mission/vision statement.	Provision of uniform, kit, equipment and resources to enhance inclusion £2000	<p>Links to Barriers D & E</p> <p>Recorded through the School Shop.</p> <p>Rationale: Students are very conscientious about their appearance but not all families can afford to buy them a brand new uniforms. Not only do we help finance new uniforms but we also have a number of pre-loved items that have been donated;</p>	Business Manager Assistant Headteacher: Entitlement and Development	Ongoing
Improve outcomes for HPA and diminish attainment gaps between boys/girls through greater accuracy of predicted grades.	<p>Academic Mentoring £3500</p> <p>ISV Strategy £1200</p>	<p>Links to Barriers A, B, C & F</p> <p>Measured at each reporting point via Head of Year progress checks and monitoring by the Student progress and Attainment Team through the use of Compass Reports. Pupil Premium students will form part of the Raising Standards Team strategies.</p> <p>Rationale: Sub-group tracking indicates that pupils have a mixture of needs. The use of targeted interventions will enable pupils to see progress as we provide intervention at point of need. Evidence shows that the gap between the performance of PP and non-PP pupils grows at every stage of their education. Our aim is to put in interventions and strategies that will help close this gap, at all levels.</p> <p>If we are able to reverse this national trend at KS3, we will give pupils a far better platform for success as they begin their GCSEs.</p>	<p>Assistant Headteacher: Progress and Attainment</p> <p>Heads of Year</p>	Measured at 3 data points throughout the year

	Pupil Premium Passports	All students will complete a Pupil Premium Passport at the start of the year. The information collected will identify the student's strengths and also any areas that are barriers to their learning. Half termly, they will then receive an Academic Mentoring meeting with the Assistant Headteacher: Progress and Attainment to discuss their progress.		
Further improve the culture of wellbeing through the curriculum and the effective use of support staff and resources.	<p>TEAM Hub Support £58,000</p> <p>School Counselling Services £18,000</p> <p>Provision for Enhanced Transition £1200</p> <p>Attendance Officer Contribution £1500</p>	<p>Links to C, D, E, & F</p> <p>Measured through consultation with Well-Being Lead and the School Counsellors. TEAM Hub analyse their data regularly to identify how often TEAM Hub is visited, by who and for what reason.</p> <p>Rationale: To support students who are finding it difficult to fully integrate in school. LAC/PP pupils are four times for likely than their peers to have mental health difficulties (NSPCC). Case study evidence provides good rationale for this focus.</p>	<p>Assistant Headteacher: Safeguarding and Wellbeing</p> <p>Assistant Headteacher: Entitlement and Development</p>	Ongoing
Implement whole school literacy strategies to support learning and progress.	<p>Funded Literacy Support £4000</p> <p>Funded Numeracy Support £4000</p>	<p>Links to Barriers A, B & D</p> <p>A number of students are below national targets on transition. Students are identified, based on their entry point, and interventions put in place. Often the students identified are our disadvantaged students. Data used to identify students comes from KS2 SATS results, DAISI Reports and Reading Tests. This is in addition to the information generated by teachers.</p>	Assistant Headteacher: Entitlement and Development SENDCo	Half Termly

		<p>Rationale: Sub-group tracking indicates that pupils have a mixture of needs. The use of targeted interventions will enable pupils to see progress as we provide intervention at point of need.</p>		
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Review of Expenditure 2019/20

Total: £133,783

Strategy and allocation of funding	Actions that were taken	Estimated impact and lessons learned
<p>Students follow a progressive, deep and knowledge rich curriculum and engage with wider learning opportunities that supports their academic and personal development.</p>	<p>Provision of IT to Support Learning £1335, including:</p> <ul style="list-style-type: none"> • MyMaths • PIXL Maths and English Apps • Maths Box • Tassomai Science <p>CPD for TAs £500</p> <p>Extra Curricula £6800, including:</p> <ul style="list-style-type: none"> • Outwards Bounds • Kayak Club • Duke of Edinburgh • Music lessons/tuition • Drama lessons • Homework Club <p>Equipment and books supplied to students who need them £1100</p>	<p>Whilst it is difficult to directly measure the impact of these actions, our GCSE results suggest that the strategy was strong. All staff know who our disadvantaged pupils are, and this carries power in itself. Knowing who the pupils are has been further supported by our data analysis, allowing staff to gain greater insight into the needs of each child. By sharing good practice with colleagues from other schools, we have been able to try strategies we may not have considered in the past.</p> <p>Our Go4Schools Compass reports allows us to review, three times per year, areas of academic strength and concern on a child by child basis, enabling us to further raise the profile of those children who are falling behind their peers. These students receive support through the Raising Standards Team.</p> <p>CPD training for the TAs has been invaluable and has helped them understand the data behind the student. As a lot of the TAs are with the same students across a series of lessons, their input has helped individual class teachers understand some of their needs more.</p> <p>These activities have allowed our PP students to participate in things they may never have been able to attend before. The confidence it has helped instil in them has been really positive. Staff have commented on the change in attitude and outlook of the students who have attended. However, we would like to open up the opportunities to even more students.</p> <p>All in all, we see this to be a strong strategy which is relatively low cost. We plan to continue with the majority of these actions in 2020/21 as long as we are Covid free and able to offer extra-curricular activities.</p>

Implement a consistent, coherent and cohesive strategy to brand the school mission/vision statement.	Provision of uniform, kit, equipment and resources to enhance inclusion £1500	<p>Being able to financially support students with basic stationery kits, to provide items uniform and to help finance trips and visits, has been a real help to our pupil premium students and their families. Last year we were able to support a number of students with revision guides, textbooks and pre-loved school uniform.</p> <p>For some of our students, these little differences can be life changing for them. The confidence you can see grow in some is rewarding to all those involved. However, it is not only our pupil premium students who may find themselves in financial hardship. Therefore, it is important that we find a way to help finance other children in need.</p>
Improve outcomes for HPA and diminish attainment gaps between boys/girls through greater accuracy of predicted grades.	<p>Academic Mentoring £3035</p> <p>Additional Maths and English Teaching £32,334</p> <p>ISV Strategy £1100</p>	<p>Our Go4Schools Compass reports allows us to review, three times per year, areas of academic strength and concern on a child by child basis, enabling us to further raise the profile of those children who are falling behind their peers. However, CL/HOD meet regularly with their SLT links and part of the discussion is to discuss HPA, Pupil Premium, SEN and/or boys'/girls' performance. Any concerns are raised quickly and referred on to the necessary parties: be it HOY, Assistant Headteacher for Progress and Attainment or Raising Standards lead teachers. This year we have seen the gap close but there is still more room for improvement.</p> <p>This will be expanded further next year, where these key students become one of the foci for SLT monitoring.</p>
Further improve the culture of wellbeing through the curriculum and the effective use of support staff and resources.	<p>TEAM Hub Support £55663</p> <p>School Counselling Services £16,916</p> <p>Provision for Enhanced Transition £1100</p> <p>Attendance Officer Contribution £1200</p> <p>Breakfast Club £300</p>	<p>These staff are key to school being able to ensure all students are safe and provided with the access to external agencies to ensure they are well looked after. LAC/PP pupils are four times for likely than their peers to have mental health difficulties. Therefore, it is essential that we provided them with the access to these services, in a safe and calming environment. The restructuring of the SLT has allowed an Assistant Headteacher to focus on Entitlement and Development. TEAM Hub has turned into an excellent location for this. This provision was invaluable during the period of Lockdown and our Disadvantaged and Vulnerable students were all carefully monitored and supported throughout this period.</p> <p>Breakfast Club offered to those who got into School early. Disappointingly, numbers were very low for this provision.</p>

Implement whole school literacy strategies to support learning and progress	Funded Literacy Support £5600 Funded Numeracy Support £5600	In the past, we have relied upon the Heads of English and Maths to identify the students that need additional support in Literacy and Numeracy. However, students who are below the national average, do not underperform in just those two subjects, you tend to see an impact across the whole curriculum. Therefore, we will now be changing this so that the students, who are at risk in literacy and/or numeracy, are identified and then information is shared with all teaching staff to give an input on their progress to date and how they would benefit from additional support. This strategy's data and finding will then use the LSR to support interventions with the low literacy and numeracy students on entry. This will then be evaluated after the student has attended the intervention programme.
<p>Sixth Form pupils who are in receipt of FSM or are LAC/PLAA are all tracked in terms of progress, attainment, attendance, and planned destination, through regular SNAP meetings. There is a programme of additional support for these pupils:</p> <ul style="list-style-type: none"> • Additional one-to-one mentoring from support staff if needed, including TEAM Hub and/or School Counsellor • Additional funds from the 16-19 Bursary to support their education to cover textbooks, school resources, visits and travel • Additional one-to-one support with careers, including help with personal statements, Student Finance for university, cover letters, CVs, interview technique, and application proofing as appropriate • Access to social-emotional support, stress and anxiety management and the School Counsellor for more complex needs • Access to opportunities offered by external providers aimed at pupils from lower income families or pupils who are the first generation to go to university 		