



## Cox Green Pupil Premium Strategy

The purpose of the Pupil Premium Grant is to ensure there is no difference between the outcomes and progress of students who are in receipt of Pupil Premium and those who are not nationally.

Cox Green is committed to ensuring Pupil Premium funding reaches the students who need it most to ensure any barriers are removed, challenge is provided and there is equality of opportunity for all.

### Pupil Premium Numbers 20- 21

	Number	%
Total number of Students Years 7 – 11 (Jan 20 census)	958	N/A
Total number of Students Year 7 – 14 (Jan 20 Census)	1110	N/A
Students in receipt of Pupil Premium in Years 7 – 11 (Jan 20 Census)	156	16%
Students in receipt of Bursary in Years 12 – 13 (Estimated)	9	6%
Looked after/Post looked after Children Years 7 -11 (Jan 20 Census)	5	0.4%

*NB: Figures are accurate as of Sep 2019*

### Pupil Premium Expenditure 2020-2021

Total Number of learners Eligible for Pupil Premium Grant - Jan 20 Census	156.5
Amount of Pupil Premium Grant received per learner 2020/21	£955
Pupil Premium Grant 2020/21	£149,458
Post Looked After Children	£10,000
Indicative Pupil Premium Grant 2020/21	£159,458

1. Summary information		
School	Cox Green School – 2019-2022 (LONG TERM STRATEGY)	
2. Barriers to future attainment (for pupils eligible for PPG)		
Academic barriers (such as poor oral language skills)		
A	Preparedness for learning	
B	Average KS2 score is below non PP students in school	
C	Disengagement from school and other support services.	
D	Lower attainment than non PP students	
Additional barriers (including issues which also require action outside the school such as low attendance rates)		
F	Historic persistent absenteeism in key stage 4	
G	Mental and health and well-being concerns.	
H	Social and Emotional needs impacting on engagement and participation	
3. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
Outcomes		
A	Attendance of PP students to be in line with national and school average.	Aim is to increase the attendance of PP students from 91.20% (19/03/2020) in line with the school target of 96%.
B	Improve P8 for PP students	To narrow the gap within the school from non PP against PP students. Meet P8 levels for PP students against national standards.

C	Increased enrichment opportunities inside and outside of the school	Review curriculum and intervention programme within the school and links to external agencies.
D	Appropriate support with external agencies for necessary PP students	SAFE and HOY teams working with HOYs to identify concerns and constant dialogue with external agencies.
E	Quality first teaching for all groups Year 7-13	Staff to have identified key PP students in planning. LINKS and departments to focus on PP development.
F	Strong focus on communication with parents, students, staff and external agencies, mentoring all PP students to have the highest aspiration.	SAFE/LL and HOY work closely with PP students. Mentoring programme to effectively lead all students and increase aspiration of Post 16 study.
G	Financial hardship at home can mean that disadvantaged students lack resources to maximise progress.	SAFE and HOY to work together to look at resources to support FSM and PP students during COVID.

## 1. Planned expenditure

### Quality of teaching for all

Action	Action/Approach(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
Improve P8 outcomes for PP students	Data captures which are analysed through SLT. A role allocated within the school focusing on PP students.  Support offered through high quality teaching, planning of recovery curriculum and remote learning programme	Evidence taken against P8 score in previous year groups. Working against national averages and comparative schools. Tackling the national issue of disadvantaged students not making the necessary progress required.	HOY and Associate Headteacher	Through performance management and the data drops. Regular LINK meetings with HOY and Associate Headteacher.	Annual Review
Improve P8 outcomes for PP students	Training delivered by PP lead to all staff and regular updates on strategies to support PP learners and the learning environment.	Learning walks, student voice and other monitoring activities will evaluate impact. The impact is reported through committees involving the school's governors. Termly evaluations take place within the SLT.	Headteacher, Governors and Associate Headteacher	Termly through leadership team meetings and governor committees.	Annual Review
Preparedness for learning	Key focus in teaching and learning surrounding PP students. CPD offered to focus on	CPD sessions led by AST Headteacher for teaching and learning. Sessions show strategies to develop outcomes for PP students. Evidence highlights first teaching is critical in the development of PP students.	Learning Leaders Assistant Headteacher  Form Tutors	Teaching & Learning focus where reviews are taken place by key staff and an annual plan how to improve outcomes.	SEPT 2020

	effective teaching environments.				
Disengagement from school and other support services.	Post 16 students used as positive role models and mentors for Year 8/9 & 10. Staff mentors in Year 11 to support all PP students.	This added layer of support allows PP students time to develop plans for the future .It enables goal setting and aspirational targets.	HOY & Associate Headteacher	Termly – Evaluation weeks will take place at the end of each half term with staff and 6 <sup>th</sup> form mentors to identify progress.	TERMLY THROUGHOUT EACH ACADEMIC YEAR
Lower attainment than non PP students	PP students tracked through AP system and intervention sessions offered to support progress. Year 11 revision packs produced and target setting morning linked to MOCK exams to support students. PSHE revision programme designed in Year 11 to support learners  Intervention programme planned for online resources in core subjects.  IT support for PP students without access to internet or laptops.	Developing key skills to allow progress at home is pivotal to PP progress over time. Small intervention groups have been used in core subjects and an intervention timetable is produced for key students.	All staff	Termly – Evaluation weeks will take place at the end of each half term with staff.	TERMLY THROUGHOUT EACH ACADEMIC YEAR

Anticipated expenditure		Targeted Support			
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
Improve perceptions of PP students and their capabilities, attitude to learning, attitude to attendance and preparedness for learning.	Increase awareness of opportunities for PP students and aspiration in outcomes at KS4	Analysis of national NEET figures and the importance of motivating young learners to aspire.	Learning Leaders Associate Headteacher	Termly	SUMMER TERM OF EACH ACADEMIC YEAR
Year 11 PP students make progress in Maths and English.	Intervention sessions offered within Year 11 students. Mentoring of PP students led by key staff within the school. Improving outcomes in Year 11.  Planned intervention through catch up funding for English and Maths sessions.  Curriculum resources such as Tassomai to support learners.	The gap nationally between PP and Non PP students is reducing very slightly. The focus on core subjects which enable PP students access to Post 16 education is critical. Historical gaps have occurred at Cox Green and a reduction is key in developing aspiration of these students. Resources shared with students enabling access to the information to achieve.	Learning Leaders Associate Headteacher	Focus Meetings, Mentoring meetings and data drops.	SUMMER TERM OF EACH ACADEMIC YEAR

Improve aspirations through bespoke careers advice	<p>Designing curriculum and study pathways for all PP students after Year 11. Reduction in NEETS and appropriate actions put in place for students unclear on next steps.</p> <p>Online career sessions with focus for PP students in Year 11's so these were all completed.</p>	Motivating and highlighting the necessary Post 16 pathways are key for PP students to identify the necessary steps to achieve their chosen career pathway.	Careers Advisor, Associate Head, Heads of Year and PP lead.	Termly	SUMMER TERM OF EACH ACADEMIC YEAR
Improve attendance for PP Students	<p>Year and SAFE team to focus on attendance issues. Increase attendance of all PP students in line with national average and reduce the number of PA PP students.</p> <p>Catch up funding used to support SEMH through mentor scheme. This will support PP students through wellbeing and any anxieties.</p>	Students need to be in school to be able to access the curriculum. Attendance is a critical part of the development of all students and reducing the gap between PP and non PP students. Removing the barriers that cause persistent absenteeism through transport and support.	Heads of Year, SLT Links and SAFE workers.	Fortnightly through LINK meetings.	END OF ACADEMIC YEAR
Increased enrichment opportunities inside and outside of the school	Allow all PP students the opportunity to	Support of students at Cox Green. Sutton Trust identify the importance in effective intervention within the	Teaching Staff, PP Lead and SLT	Termly evaluation of interventions and clubs.	END OF ACADEMIC YEAR

	participate within clubs and intervention sessions at Cox Green. Develop the extracurricular options and intervention sessions in KS4.	classroom and the offer of a diverse extracurricular programme to motivate and inspire PP students. Students are offered opportunities they may be unable to access externally to the school to open up new opportunities.			
Peer mentoring of students in Year 8-10 aiding transition for Year 7 students and those with specific emotional needs.	Monitoring progress of students in Year's 8-10 and target setting in an environment where they receive support from 6 <sup>th</sup> form students.	Has moderate impact according to Sutton Trust. Develops relationships and skills to support students. Enables students to feel like role models within the school. Low impact teacher workload.	HOY & SLT LINK	Fortnightly	END OF EACH TERM
<b>Anticipated Expenditure</b>					
<b>Other Approaches</b>					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
Secure strong provision for personnel development and welfare.	Design a PSHE programme enabling all students to aspire. Development of PRIDE within the school to emphasis key approaches.  Pastoral days led at CG in September focused on feedback from	Developing relationships within the school and enabling students to aspire to achieve the very best they are capable of. Strong careers provision and PSHE programme will lead to ambition within the classroom.	Teaching staff and support staff, Associate Headteacher and Lead PSHE & Associate Headteacher	Termly	SUMMER TERM OF EACH ACADEMIC YEAR



	Oxford University questionnaire and mentor meetings. Enabled bespoke programme for PP learners.				
Teaching Assistant Support and Mental Health and well-being support.	Links to external agencies and TA's within the classroom setting. Staff given guidance on PP students within the classroom. Data drops to have a focus on the support offered.	Data drops within the school year. Appointment of PP lead and HPA lead to enable PP students to have the opportunity to exceed expectations. Whole school staff approach to PP. Analysis of needs of all PP students.	Teaching staff and support staff, Associate Headteacher	Termly	SUMMER TERM OF EACH ACADEMIC YEAR
<b>Anticipated Expenditure</b>					
<b>TOTAL EXPENDITURE</b>					