

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Cox Green
Number of pupils in school	1135
Proportion (%) of pupil premium eligible pupils	13%
Academic year that our current pupil premium strategy plan covers	2021-22
Date this statement was published	21 st September 2021
Date on which it will be reviewed	21 st September 2022
Statement authorised by	Danny Edwards
Pupil premium lead	Michelle Burke
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year April 2021 to Mar 2022	£ 152,280
Recovery premium funding allocation this academic year	£ 22,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 174,900

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Ensure all PP students across the school receive bespoke and personalised interventions; roughly one fifth of the school population
2	Improve attainment and progress of HAP PP students across the school
3	Improve engagement and attitudes to learning through developing students' metacognition and self-regulation skills
4	Decrease the literacy and numeracy gap between disadvantaged students and non-disadvantaged students that has been exacerbated by the pandemic
5	Develop and embed a holistic approach across teaching and learning for PP students with a focus on feedback, literacy, oracy and numeracy
6	Embed opportunities for PP students to build on their cultural capital and enrichment experiences throughout their education to improve engagement and attitudes to learning

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
<p>Create strategy plan for the academic year that enables an individualised approach that can be applied PP students</p>	<p>Analysing qualitative and quantitative data to identify groups students with similar intervention needs to provide bespoke mentoring to aid engagement and academic progress</p> <p>Create student profiles for key students where the gaps in attainment and/or engagement is the largest</p> <p>Embed the above two strategies across departments and subject teachers as part of their everyday strategy</p> <p>Support staff through CPD with the new strategies</p>
<p>Improve the progress of PP students through improving the quality of education</p>	<p>CPD on literacy, numeracy strategies within the classroom for all teaching staff</p> <p>Learning walks to support staff in classrooms to identify factors that could improve progress for all</p> <p>Lead a strategic approach to PP students through Laser meeting focusing on their achievement</p> <p>Analysing assessment data on a cyclical basis</p> <p>Student trials to identify areas for improvement</p> <p>QofE walks, work reviews to measure and monitor the quality of effective feedback</p>
<p>Improve attendance</p>	<p>Encourage engagement with education through a number of strategies such as;</p> <ul style="list-style-type: none"> -Introduce a careers programme for Year 9 students - Encourage engagement of enrichment activities - Work with the SAFE team and HOY's to create strategies that are appropriate to the individual PP students

Close the literacy and numeracy gap between PP and non-PP students

Literacy Skills a focus in every classroom especially in GPVS, and languages, structure and presentation. This will be a focus on learning walks
Numeracy Skills a focus in maths; especially geometry and fractions
1:1 support provided to Year 7/8 students identified with low reading ages
Department led small intervention groups for students with lower reading age in Year 10/11/12/13 with a focus on informative texts, specialist vocabulary and comprehension
Use the recovery fund to provide 1:1 tuition in English and Maths at KS4

Improve the multi-agency approach to PP students within the school

Create a central tracker of all PP students and the interventions put in place
Regular Laser meetings to discuss PP students between the departments that are supporting the students to create coherent and consistent approach

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)

Activity	Evidence that supports this approach	Actions	Challenge number(s) addressed
<i>Whole school literacy and numeracy drive</i>	In the EEF literacy is highlighted in the case study at Aspire Academy where their focused on oral language skills and communication skills helped them to improve the outcomes of students across the curriculum by focusing on vocabulary and how to use it and understand it in a particular context. A report produced by Rising stars comparing the data of disadvantaged students and non-disadvantaged students and effect of lockdown highlights that in terms of numeracy PP students are on average 8 months behind and literacy in Year 6 pupils is 6/7months behind.	<ul style="list-style-type: none"> - Complete literacy Inset as whole staff - Literacy/Numeracy skills a focus of Do now tasks e.g. to improve GPVS, informative texts etc - Encourage use of role plays to improve expressive and receptive vocab - Trial EEF Literacy Toolkit activities throughout departments - Accelerated reader and numeracy ninja (Hegarty maths) - Literacy and numeracy interventions 	2,4
		<ul style="list-style-type: none"> - Provide access to all departments to the literacy toolkit 	4
<i>CPD on feedback and effective AFL strategies – develop whole school policy</i>	The EEF states that effective teaching and learning is integral to the approach to PP students and improving their outcomes. A whole school approach that allows teachers time to attend CPD to develop their own skills and subject knowledge is particularly highlighted as strong in the EEF. In the case study focusing on Springfield Junior School the evidence-	<ul style="list-style-type: none"> - Quality of feedback across the whole school - Time given to implement strategies from CPD 	2

	based approach was taken as high quality teaching is stated as having a disproportionate effect on PP pupils. They gave time for regular sequential sessions enabling subject leaders to be part of the strategy including support staff		
<i>Student profiles and personalised teaching strategies shared with whole school</i>	Quality first teaching has the highest impact – teachers understanding PP needs ensure differentiation and clear effective strategies	<ul style="list-style-type: none"> - Time given for Subject Specific CPD for staff to help improve subject knowledge - CPD sessions give on how to help students decode exam questions and understand informative texts/comprehension etc 	2
<i>Metacognition</i>	In the Rising stars report it is highlighted that middle learners were the most affected in terms of numeracy which can be improved by students focusing on learning to learn and how they approach a task and the difficulties they might be facing with it. Year 6 pupils were also particularly behind with their comprehension of informative texts which can then impact a student throughout their schooling as they cannot apply their understanding as they cannot comprehend the question itself. The National literacy Strategy also states that the average reading age of 14 in comparison to the reading age of 15 years and 7 months needed for most GCSE papers.	<ul style="list-style-type: none"> - Specific metacognition sessions for Year 7/8 for the MA students - Metacognition implicit through the sessions with Year 9 focusing on careers. - Metacognition implicit through Year 10/11 sessions based on improving exam literacy. 	3

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

Activity	Evidence that supports this approach	Actions	Challenge number(s) addressed
<i>Manage and support department led small group interventions as appropriate</i>	In the EEF case study at Dixon Kings Academy it states that they needed to put the focus on the specific gap and not on the whole cohort. It could be homework interventions needed, re-teaching, small group intervention, log ins created to revision sites or	<ul style="list-style-type: none"> - Targets should be focused around a whole school approach to each child 	1,2,5

	addressing any issues of specific gaps in knowledge or skills in staff. This targeted approach focusing on what specific academic support needed links with the EEF overall strategy of having a tiered approach as a school. Targets academic support is the second tier of the three tier strategy. The EEF states that all three tiers of the strategy need to run alongside each other for the most effective strategies and outcomes.	<ul style="list-style-type: none"> - Referrals can be made if they feel a student is not still not improving after interventions have been put in place by the department 	
<i>Peer mentoring</i>	Has a moderate impact according to the Sutton Trust. Develops relationships and skills to support students. Enables students to feel like role models within the school and has a low impact teacher workload/costing which allows the time and money to spent elsewhere. It can also support the students involved in terms of well being to give a sense of pride to the Year 12 PP students and a linking the younger years to the upper school.	<ul style="list-style-type: none"> - Reading time- Year 7/8 students have time with Year 12 PP students for reading time - Use library to encourage interventions 	4
<i>Small group mentoring focused on self-regulation and aspirations</i>	EEF research as above	<ul style="list-style-type: none"> - Targets could include HWK, re-teaching strategies, small classroom lead strategies for specific groups before or after school etc <p>Bespoke careers advice and opportunities for PP students across all year groups</p> <p>Ensure the 'real world/work' life skills are embedded in all curriculum plans/scheme of learning</p>	1
<i>Academic mentoring</i>	EEF says that school gaps should not be the focus nor internal classes. The focus should be on targeted academic support and strategies as that is the most beneficial.	<p>Identify the specific focus of support</p> <p>Attendance, Reading Age, Combination of needs to help focus the support</p>	1

<i>COVID catch up funding for English and Maths tuition</i>	EEF, Rising Stars and 'Closing the Reading Gap' have all highlighted the need for literacy and numeracy to be addressed. 1 in 4 PP students are below expected levels nationally with students retaining 1.4 million extra words in their vocabulary if students read daily. However, 1 in 8 PP students have no books at home.	Identify students in examination year groups who will benefit from 1;1 tuition to close gaps in knowledge, skills and progress	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Actions	Challenge number(s) addressed
<i>Wellbeing: SAFE team</i>	In the EEF a case study at Limpsfield school shows that an approach that centred on well being had a direct affect on achievement, communication and independence. 1:1 counselling, occupational therapy was provided for pupils of need and this focus improved outcomes.	- Regularly liaise with SAFE to ensure that strategies used within classrooms with key students are appropriate	3,5
<i>Wellbeing: Counsellor</i>	EEF suggestion of focus on well-being in case study as above. It is cited that dealing with wider barriers to education including attendance and behaviour are more important that the interventions that can be put in place.	- Refer PP students to the counsellor and SAFE as appropriate	3,5
<i>Well-being: Sessions in PD and tutor program</i>	EEF as above	- PP students will take part in the PD programme to improve their sense of well-being	3
<i>Self-regulation workshops/mentoring from RA</i>	Developing relationships within the school and enabling students to aspire to achieve the very best they are capable of.	- Encourage bursary uptake with Sixth Form students in main school and within the Football Academy including Vulnerable person bursary	1
<i>Enrichment:</i>	In the case study at Limpsfield school they also introduced a programme of Work experience	- D of E lessons provide an enriching curriculum for those who might not	3

<i>D of E lessons</i>	opportunities, trips and experiences that had a direct impact. This links to the third tier of the EEF recommended approach which is to look for wider strategies that are available and to look at the specific features of the community that the school resides in. Providing opportunities to PP students that are not available within their own community are citing as having an impact on their social and emotional well-being.	otherwise be able to engage in such activities	
<i>Enrichment: Opportunities for Student leadership/ bespoke careers from early years to raise aspirations</i>	Sutton Trust identify the importance in effective intervention within the classroom and the offer of a diverse extra-curricular programme to motivate and inspire PP students are offered opportunities they may be unable to access externally to the school to open up new opportunities.	<ul style="list-style-type: none"> - Work with selected Year 9 and Careers advisor to provide a mini taster programme of opportunities e.g. apprenticeship talks, taster days at college etc - Potential free outside support: Oxbridge trips using Joe Organ link, Brilliant club, Rise Above, Good Lad Initiative, EEF toolkit, Leading Learning, Teacher Development Trust, Catch up funding 	3
<i>New Attendance tracking ERSA - monitoring and contact home through HOYs/ RA</i>	EEF cites that dealing with wider barriers to education including attendance and behaviour are more important than the interventions that can be put in place.	<ul style="list-style-type: none"> - Working with HOY and SAFE team in a holistic manner on the new attendance tracking system and incorporate their attendance plans within their PP profiles 	3
<i>Focus on rewards and positive</i>	Research into intrinsic and extrinsic motivation reflects that “promotion-focused individuals not only experience higher interest in a boring task but also try to make the task more interesting (Smith et al., 2009). Vaughn's (2016a,b, 2019) recent work revealed that people who pursue promotion-focused goals experience more intrinsic motivation, while people who pursue prevention-focused goals experience more extrinsic motivation, which might be because a promotion focus leads to higher satisfaction of autonomy, competence, and relatedness needs than prevention focus.”	<ul style="list-style-type: none"> - Create a bespoke rewards system for PP students to build self -esteem and engagement - Improve engagement with productions/student leadership/senior leaders/ subject leaders, house captains etc - Breakfast clubs as appropriate, equipment and trips used for the funding 	3,5

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 2020 to 2021 academic year.

There were a number of pupil premium activities that were successful during the academic year 2020-2021. The attainment 8 score for all disadvantaged students at Cox Green in 2020 was 34.99, which rose to 40.50 in 2021. This success can be attributed to a number of different activities such as mentoring programme that was set up where departments led specific intervention. For examples 83% of students receiving media intervention met or exceeded their target grade. Three out of four students having photography intervention met or exceeded their target grade. 81% of students having Spanish intervention had a positive Subject Progress Index, indicating that our students did better than their counterparts in other schools with the same prior attainment. The intervention sessions run by PE were highly successful, with 95% of students meeting or exceeding their target grade.

All students have a destination and they are no NEETS including all disadvantages students. All disadvantaged students tracked into Year 12/13 have achieved their desired outcomes. The progress 8 score for disadvantaged students has improved from -0.33 to -0.08 and 72% of FSM ever 6 pupils received a 4+ in English. A number of different strategies were employed it improves attendance.

A school-employed social worker working directly with student/family educational workers as Cox Green were able to keep on better track on disadvantaged students and reducing PA figures. Another strategy was to change the structure of the pastoral system to move to using a HOY for each year group to specifically support each year group. These improvements are highlighted in the attendance figures. Disadvantaged students' attendance was 89.16%, which is slightly down from the year before 2019-20 for which the figure was 90.72% (Up to 9/3/20). However, as the data for 2019-2020 is only up until lockdown it doesn't statistically account for a full years' worth of attendance. In addition, this 89.16 % is post pandemic and therefore should be seen as a positive.

The summer school was a real success, students attending Summer School had an average standard score improvement of 1.51 for reading comprehension accuracy. Students were overwhelmingly positive about their experience of summer school and 100% of them said that they would feel more confident in their English and maths lessons from September. The enrichment activities that have also been very effective. The SATRO construction bus has worked effectively and using catch up funding for D of E.

The majority of students found the end of term activities enjoyable and the assault course was overwhelming well received. Students also enjoyed the science stage show and the mindfulness session. The majority of students reported that they had been involved in the decision-making process with regards the charities that would be recipients of the results of the fundraising. Funding from catch up was used to appoint an Outdoor Education coordinator who is now teaching the mini-Duke of Edinburgh to support the wellbeing and personal development of students. Well-being strategies created have also worked extremely well, working alongside education psychologists was effective as it resulted in securing an EHCP and the school better able to meet needs with the help of EP. Overall, the pupil premium strategies did have a very successful impact on students during the academic year of 2020-21.

The review of the long-term strategy is due to happen at the end of 2022.

Externally provided programmes

Programme	Provider
MATHS puzzles	Happy Puzzle Company

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	