

Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil 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 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 as of 21 st September 2022 (Y7-Y13)	1167
Proportion (%) of pupil premium eligible pupils (Y7-11)	16.58%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	21 st September 2022
Date on which it will be reviewed	21 st September 2023
Statement authorised by	Danny Edwards
Pupil premium lead	Sian Hughes
Governor / Trustee lead	Sarah King

Funding Overview

Detail	Amount
Pupil premium funding allocation this financial year April 2022 to Mar 2023	£ 166,285
Recovery premium funding allocation this academic year	£ 44,712
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	£ 210,997

Part A: Pupil Premium Strategy Plan

Statement of Intent

- *All disadvantaged pupils will be enabled to achieve the same outcomes as non-disadvantaged students*
- *Our key principles are to focus on effective teaching and learning and create an ethos of a targeted approach to support PP students with their barriers to learning.*

Challenges

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

Challenge number	Detail of challenge
1	Improve attainment and progress of PP students across the school with a focus on the students with the most barriers to their learning
2	Ensure PP students across the school receive bespoke and personalised interventions; roughly one fifth of the school population
3	Improve attendance in PP students by increasing engagement with education and reducing the difference between disadvantaged and non-disadvantaged students in each year group.
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 and literacy
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
Improve the progress of PP students through improving the quality of education	<p>CPD on literacy and feedback strategies within the classroom for all teaching staff</p> <p>CPD Project with a focus on SEN/PP 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 focusing on their barriers to learning and outcomes</p> <p>Working with LL's on the development of specific PP strategies within departments e.g. Key word glossaries etc</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>
Continue to embed the new PP strategy plan during this academic year enabling an individualised approach to PP students	<p>Analysing qualitative and quantitative data to identify groups of students with similar intervention needs to provide bespoke mentoring to aid engagement and academic progress e.g. tutoring, literacy interventions etc</p> <p>Communicate and liaise with LL about the interventions</p> <p>Create PP academic support plans for students with most barriers to learning including those with the largest attainment gap</p> <p>Review the 2021-2022 PP Academic Support plans</p> <p>Continue to 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>
Close the literacy and numeracy gap between PP and non-PP students	<p>Continue literacy skills focus in every classroom especially in GPVS, and tier 2 words identified as a focus for 'Do Now' tasks</p>

	<p>Continue Numeracy skills focus in Maths; with a focus on retaining skills and key words</p> <p>Provide Breakfast Literacy sessions for Year 7/8/9 students identified with low reading ages</p> <p>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</p>
Improve attendance to increase motivation and engagement with school	<p>Attendance Lead to work on attendance strategies for a more focused whole school approach</p> <p>Continue to embed use of the new Attendance Policy and Tracker amongst HOY/SAFE/LT.</p> <p>Attendance Action Plans in place for PP students between 92% and 88%.</p> <p>Focus on PP students being encouraged to take part in all enrichment activities offered</p> <p>Work with the SAFE team and HOY's to create strategies that are appropriate to the individual PP students</p> <p>Careers Advisor create tailored specific interventions where appropriate for the PP students with the most barriers to learning</p>
Improve the multi-agency approach to PP students within the school	<p>Continue to improve the central tracker of PP students and the interventions put in place with a focus on including LL into the tracker</p> <p>Create Laser meetings to discuss PP students and how departments are supporting the students to create coherent and consistent approach</p> <p>Liaison between HOY/PP lead</p>

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 Tier 2/GVPS CPD as whole staff - Literacy/Numeracy skills a focus of Do now tasks e.g. Informative text, Decode questions etc - Encourage use of role plays to improve expressive and receptive vocab - Trial EEF Literacy Toolkit activities throughout departments - Accelerated reader books for peer mentoring - Year 7-9 Numeracy Ninja form time (Hegarty maths) - Year 7-11 "Reading with tutors" form time - Year 7/8 Literacy Club for identified students - Numeracy PP Key skills/techniques kit - Provide access to all departments to the literacy toolkit 	1,4,5
<i>CPD on feedback and effective AFL strategies</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	<ul style="list-style-type: none"> - Focus on quality of feedback across the whole school - CPD time- Quality of feedback - Assessment system reviewed with departments to include more formative feedback 	1

	as strong in the EEF. In the case study focusing on Springfield Junior School the evidence-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>Academic Support Plans</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 - Academic Support Plan focusing students and staff on three targets improving engagement-reducing barriers in the classroom. 	1
<i>Reducing the attainment gap</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"> - Year 11 Regular Revision sessions offered focusing on “Learning how to revise” - “Think, Learn, Discuss” whole school strategy for good behaviour for learning across the school-improving the learning environment and engagement whole school - “Think, Learn, Discuss” improving comprehension implicitly and explicitly across the school - Metacognition implicit through Year 10/11 sessions based on improving exam literacy. - Year 11 Revision packs and guides provided for all PP students 	1, 4, 5

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 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"> - Targeted department interventions focused around a whole school approach e.g. led by literacy/feedback - PP Lead to liaise with LL to ensure interventions are specific to data - Tracked in the tracker - Referrals can be made by LL if they feel a student requires extra interventions after the department's interventions 	1,2,5
<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 mentors- Year 7/8 students have time with Year 12 PP students for reading time- selected based on their Lucid tests - Year 9 Peer Mentoring scheme to encourage engagement with school - Peer mentors trained in Mental Health and Coaching techniques - Use library to encourage interventions 	3, 4

<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.	<ul style="list-style-type: none"> - Mentoring from within subjects for Year 10/11 students led by LL - Focusing on Attendance, Reading Age, Combination of needs to help focus the support - Targets could include HWK, re-teaching strategies, small classroom lead strategies for specific groups before or after school etc 	1, 2,3
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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 Limsfield 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.	<ul style="list-style-type: none"> - 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 than the interventions that can be put in place.	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - PP students will take part in the PD programme to improve their sense of well-being - Wellbeing Wednesdays in tutor time to support mental health - Mental Health and Coaching techniques used in Peer mentoring course 	3
<i>Sixth Form</i>	Developing relationships within the school and enabling students to aspire to achieve the very best they are capable of.	<ul style="list-style-type: none"> - Encourage bursary uptake with Sixth Form students in main school and within the Football Academy including Vulnerable person bursary - Work with SF on curriculum pathways, destinations - Support given to track attendance in Sixth Form- creating reports, systems, template emails etc 	1, 3,
<i>Enrichment: Internal</i>	In the EEF case study at Limpsfield school they also introduced a programme of Work experience 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.	<ul style="list-style-type: none"> - Encourage uptake of Enrichment activities in PP students e.g. Extra-Curricular activities in Music, Sport, Science, D of E, Drama - Liaise with LL to create invitations for PP students - PP students given tickets to School production/Music nights etc - Encourage uptake in Student Leadership, JSL, QCommunity, UNITY etc 	3, 6
<i>Enrichment: External</i>	Sutton Trust identify the importance in effective intervention within the classroom and the offer of a diverse extra-curricular programme to motivate and	<ul style="list-style-type: none"> - PP trips to extend wider knowledge and experience and instill engagement and 	3, 6

	inspire PP students are offered opportunities they may be unable to access externally to the school to open up new opportunities.	<p>sense of community e.g. Weald and Downland Museum, Theatre, Go Karting etc</p> <ul style="list-style-type: none"> - Continue to work with selected Year 9/10 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 	
<i>New Attendance Tracking System</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 - Developing the use of the Attendance tracker with weekly reports - Create template emails for contact home about attendance - Use of screen shots to inform parents of specific attendance percentages - Bespoke careers advice and opportunities for PP students across all year groups 	3

		<ul style="list-style-type: none"> - Ensure the 'real world/work' life skills are embedded in all curriculum plans/scheme of learning 	
<i>Focus on rewards and positive</i>	<p>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.”</p>	<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 2021 to 2022 academic year.

There were a number of pupil premium activities that were successful during the academic year 2021-22 helping to reduce the attainment gap. The attainment 8 score for all disadvantaged students at Cox Green in 2022 was 39.93 which is a rise from 39.35 in 2019, when there were 22 disadvantaged students. This success can be attributed to a number of different PP Intervention sessions that were all specifically targeted; Maths/English interventions, HAP revision sessions for stretch and challenge and department led targeted interventions. Disadvantaged students gaining a 9-4 in English and Maths was up to 53.3% a gain of 7% from 2019 when it sat at 46.2%. 70% of disadvantaged students achieved a 9-4 in English and of particular note is that disadvantaged MAP students made positive progress in Progress 8 including English at 0.05. This was again highlighted by a positive residual score for disadvantaged students with an average KS2 Prior attainment of 4.82. In particular FSM boys at Cox Green did better than Non-FSM nationally in English shown in the FFT Aspire data. Each PP students received a revision pack full of revision resources and they received revision guides/resources for all subjects. Students were provided with an exams equipment pack if required for their actual exams. Positive residual scores and positive subject progress index scores show that all the interventions listed above helped to increase engagement and motivation for revision. Comparing their Year 10 grade report to the actual exam series, 22 students out of 30 made positive residual progress or had a subject progress index in 4 or more of their subjects and 28 students made positive residual progress in 3 or more. Disadvantaged students with high attendance between 96-99% attendance had a positive residual average points score of 5.43. Graphics had the best positive subject progress index of 0.36 and Media, PE, Biology, Computer Science, Art, Physics, Business Studies, Product Design, English Literature, English Language and Chemistry all had positive residual scores for disadvantaged students. Indicating that our students made better progress than their counterparts in other schools with the same prior attainment in these subjects. The school led tutoring programme was in the main successful. Students in Year 11 were given a package of tutoring from a subject specific tutor in the subject where they had the largest attainment gap. 21 students out of 30 made progress or achieved at least their target grade (or better in a number of cases.) A number of students made a progress of two grades due to the tutoring. The tutoring process also helped to improve motivation and purpose to revision for all subjects which can be seen in development in their positive residual scores and subject progress index scores as mentioned previously. 100% of disadvantaged students made positive progress in two or more subjects from Year 10 data to their actual exams. This shows that we have begun to successfully remove barriers to students learning.

All students have a destination and they are no NEETS in all disadvantaged students in Year 11. The progress 8 score for FSM students (23 out of the 30 disadvantaged students) has improved from the 2019 score of -0.57 to -0.4, showing interventions have helped reduce the gap. 18 subjects out of 22 had an average of grade 4 or above for disadvantaged students. This shows that the new PP strategies put into place during 2021-2022 have begun to have a positive impact. The average points score from the cohort in Year 10 to their actual exams improved from 720.50 to 1055.00. Particularly 26 students out of the 30 made positive progress on their total points score. Out of the five disadvantaged students with the lowest negative progress scores, some positive progress could be still be seen in 4's in English, Maths or Science. These five students have secure destinations, with a number moving to study more vocational courses such as Level 2 Beauty, Travel and Tourism and Engineering. A number of different strategies were employed to improve attendance. We trialled the ERSA system with the borough. A new

Assistant Headteacher was employed who looked specifically at attendance. A new attendance tracker was created for HOY/SAFE/LT to use to create a new improved holistic whole school approach. According to FFT Aspire data, attendance of Cox Green Year 11 Disadvantaged students was 90% (excluding COVID related absence). In comparison the national average of Year 11 Disadvantaged students' attendance was 88.9%. This shows that the new attendance strategies had a positive impact. Intertwined to this was a development of attendance action plan system for disadvantaged students between 88-92%. This was trialled with 100% success resulting in all students who took part improving their attendance on average by 3%. Year 11 action plans were also linked to their subjects which resulted in students achieving a 4's in English and Science above their predictions. These interventions will be built on in 2022-2023 by the introduction of a new role of Pupil Premium and Attendance Lead who will work to make these attendance strategies a part of a whole school approach. Whole school FSM6 attendance was 86.4% which is higher than the National Average of 85.8% according to FFT Aspire. (This is with COVID related absence included). Of particular note is the attendance difference between Year 11 FSM6 pupils at Cox Green at 90.0% and the 83.5% of the National Average in Year 11 which is a 6.4% difference. In Year 8 and 10 (current Year 9 and 11) is where more work needs to be done to improve the PA students where the attendance figure for both years is 1% below the National Average for FSM6 students. However, overall the Cox Green PA percentage score is 29% below the National Average of 30%.

Academic Support Plans for pupils with the most barriers to learning across Year 7-11 have begun to have an impact. They have offered a targeted approach to the students with the biggest attainment gaps through learning partnership cards with their teachers. These plans have been a success. For example, in the Year 7 case studies a 100% success rate was identified in an improvement to either attendance, literacy scores, behaviour points or positive progress scores. In 75% of cases all four elements had improved. Breakfast Literacy sessions were effectively introduced to improve the literacy skills of disadvantaged students. The sessions were provided during tutor time for disadvantaged students in Year 7 and 8 with the lowest lucid testing scores. This meant the intervention was targeted and focused on removing a barrier to these students learning. Students worked using a new Reading Green box brought specifically to improve literacy skills due to the gap widening after the pandemic. 100% of the Year 7 and 8 pupils who attended made progress with their literacy skills, improving at least one stage through the programme. Peer mentoring was another successful strategy. Students were allocated Year 12/13 Peer Mentors according to a number of barriers to learning. For instance, some Year 12 students worked with students whose lucid testing scores of 93-95 for comprehension and they worked with them as a paired reading mentor. During the year the attendance of the peer mentoring course needed improving. Peer Mentors were given a course in Wellbeing and Coaching techniques and then re-launched. After this we had almost 100% attendance at the peer mentoring sessions offered. Our Careers advisor worked closely with disadvantaged students in Year 9-11. They had targeted meetings with identified students with the most barriers to their learning. Together the Careers advisor and the PP lead have been looking at creating bespoke opportunities for these students and this will continue into 2022-2023. For instance, this has resulted in students being allocated to the SATRO programme for another year as an alternative curriculum. Enrichment opportunities have been offered across the curriculum to all students in every subject from Theatre Trips, Drama club, Science club, a wide range of PE activities including designated D of E lessons on timetables in Year 7-9. In Sixth Form the Enrichment timetable is of particular success with EPQ, Cookery lessons, Sustainable Sewing and Financial life skills all offered. We are working towards methods in which to encourage disadvantaged students to make more of the opportunities on offer. Well-being strategies created have also worked extremely well, working alongside education psychologists effectively and the addition of the school counsellor and support from EMTA's. These strategies with our most vulnerable students have been invaluable to support with motivation, engagement and attendance to school. The SAFE team have worked tirelessly with the disadvantaged students across the school referring them to SEMH teacher or in-house Behaviour Support assistant where appropriate. Finally, links have begun to be made to feeder primary schools through visits and meetings by the PP lead to offer more support to disadvantaged students in the transition.

Overall the pupil premium strategies did have a very successful impact on students during the academic year of 2021-22.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Construction Alternative Curriculum	SATRO
Youth Support Work	More Life through Movement
Hype Course	Haybrook
Play Therapy	Healing through Play

Further Information (optional)

We have worked with a number of charities over the academic year 2021-22 and will continue to work with them into 2022-23. They have provided money for equipment, support towards extra-curricular activities and enrichment activities that have all benefitted disadvantaged students.

- Jamie's Farm
- Lion's Club
- Spoores Merry and Rixman Foundation