



Cox Green Pupil Premium Impact Evaluation 2022/23

Pupil Premium Expenditure April 2022 to March 2023

Number of Learners and Pupil Premium Grant Received	
Total Number of learners on roll Yr 7 - Yr 11 - Oct 22 Census	974
Proportion (%) of pupil premium eligible students	16.3%
Amount of Pupil Premium Grant received per learner 2022/23	£985
Pupil Premium Grant 2022/23 (Apr 2022 - Mar 2023)	£156,615
Recovery Premium Funding (Apr 2022 - Mar 2023)	£36,715
Total Amount of Pupil Premium Grant 2022/23 (Apr 2022 - Mar 2023)	£193,330

Evaluation of Pupil Premium Expenditure

	£	Sutton Trust Indicator	School Evaluation of Impact
Hub Support + Intensive Study + Behaviour/Outreach	70,596	£ +5	Very effective hub support, working to improve wellbeing, literacy and SEMH of PP students on the SEND register. Strategies being provided across the SEN register and beyond via the hub. Behaviour support officer has provided effective support for disadvantaged students to motivate and engage students. Efficient and consistent behavioural approaches have been put in place reducing the PEX students to 2. Hub support is particularly useful for students with SEMH who need support. The need is growing which means sometimes the hub is full. Need to think about how to increase capacity going forward. Several effective Specialist teacher interventions for PP students via the hub e.g. exam anxiety sessions/EAL sessions. Effective use of the Sensory consortium for hearing/visually impaired students and SHINE – specifically for students with an Autism diagnosis which has resulted in positive impact in students involved an increased engagement with school after the support.
SAFE Team	46,975	£££ +3	SAFE worked very effectively with our PP students offering in house support and referring to outside agencies where appropriate. The SAFE team are an invaluable resource who have identified and organised several alternative curriculum arrangements including with the Mental Health Support Team. This includes regular parental/student assessment meetings, where external support is offered. All very effective but unfortunately quite a waiting list.
Head of Year TLR's	3,620	£££ +3	HOY have continued to work effectively and supported PP students across year groups. For example, through liaising with LT/PP led to identify students and choose appropriate interventions. Such as to provide equipment, support with enrichment engagement and with the Attendance Challenge for PA students in their year group. HOY worked well in improving attendance across whole Year groups in Year 7 and 8 by introducing a year group wide attendance challenge.
Attendance		£££ +2	Attendance took a dip with the introduction of new guidelines in reaction to COVID wave in Winter 2022 advising students to stay at home if COVID suspected. Attendance Challenge system created



	25,099		with four rounds completed and participated. Both the new systems have seen a reduction in PA's across the school from 500 to 344 showing it to be very effective. Attendance interventions developed with consistent system created with GCO/SHU and in consultation with HOY. Meetings for all tutors and guidelines delivered. Support offered in application to HOY/tutors. This has created a more effective and consistent approach.
Careers Guidance	11,397	££+1	Effective. All students have destinations and there are no NEETs. The careers programme implemented has continued focusing on the students with the most barriers to learning mean that appropriate curriculum pathways are being considered very clearly. We have included a Careers Fair which very effective at introducing all students to the different opportunities available. Introduced specific trips for PP students to BCA for taster sessions to engage students in their post 16 education. 85% of PP students in Year 10 engaged with the offer and was effective at motivating the students and thinking of the next stage of their education.
Pupil Premium TLR	3,017	£££ +3	Embedded new strategies across the school including PP Academic Support plans, to offer a targeted approach to improving the outcomes for PP students throughout the school. Reviewed the PP ASP 2021022 with students and staff to increase engagement and awareness and to ensure students with most barriers to learning have a targeted approach to their interventions. Other targeted interventions offered were Peer Mentoring for Year 7,8,9 and 10 PP students in Autumn term, Breakfast Literacy Sessions for PP students in Year 7, 8 and 9, School led tutoring offered to Year 11 PP students, alongside Year 11 Revision guides/packs, Year 11 Subject Specific Intervention sessions offered, Year 11 Revision sessions offered, extra PD Year 11 sessions offered, Year 11 School led tutoring, Year 10 Careers focused trip to BCA. All interventions were well attended and engaged with. For example over 28%. Year 11 PP students achieved above their target grades in the subjects they were tutored in.
School Counsellor	4,319	£££ +4	Very effective throughout each year group. Meets with several students for varying needs, very experiences and has a waiting list. Having impact on motivation and engagement with those students who are struggling the most.
Education Welfare Officer Support	2,515	£££ +3	Meetings and new strategies for 2022-2023 continued to be positive. Meetings held for several students, and we also work with the attendance officer to try to come to a resolution to increase attendance at school. Regular review meetings had, and targets reviewed.
Education Psychologist	3,295	£££ +4	Effective where it resulted in the securing of an EHCP. All the time allotted to us was used but limited availability. PATH project worked well with several of our Year 7 students last year and it allowed us to understand needs and put in more effective strategies.
Guidance to support transition - Y6 into Y7	6,821	£+2	Effective transition programme created. The number of students in Year 7 is 217, above our PAN number and we have a waiting list. SENDCO, a new Head of Year 7, new Year 7 SAFE manager were led effectively by Assistant Head to create an effective transition programme where students commented that they "didn't want to go back to their primary school and just wanted to start at Cox Green straight away".
Alternative Curriculum	16,524	£££ +4	A difficult process to put in place but several successful for our PP students with the most barriers to their learning. We have students who access Hero's weekly and Gone Fishing which provides specialist therapeutic sessions. Courses at BCA and the SATRO construction bus has worked effectively. We need to try to access courses for 14-16-year-olds earlier so that we can get



			places for students at places such as BCA. Courses are expensive but effective and have high impact.
Trips/Transport/Food Stationery	3,353	£££+3	Significant impact has been had through the PP ASP Programme and the revision guides/packs for all disadvantage students. There was 96% improvement all Year 11 residual scores/subject progress index scores in at least 2 subjects. The revision packs/guides alongside other interventions helped to cultivate a revision work ethic which showed in the improvement the number of students achieving positive residual/subject index scores for PP students including Art, English Literature and Language, Food, Media, Biology, Chemistry, Physics Graphics and MFL French. The overall residual score was positive. The number of PP students included in the Progress 8 score was up to 93.1% and there was a 13.8% rise in disadvantaged students achieving 9-5 English.
	197,531		

Recovery Premium Funding		School Evaluation of Impact
Support Quality of Teaching		
School support visits	2,725	Consultancy- Nigel Clemens- DED
Literacy Form time books	3,373	Literacy- MBU
Provide targeted academic support		
Specialist teaching support George/Ingrid	19,454	Several very effective interventions are run by the Hub, including Lexonic and Leap sessions, Paired Reader, Handwriting sessions, Touch Typing, maths (Year 10), Key Words, Sensory Circuits, Speech and Language, and Homework Club. All these sessions and interventions support PP students effectively across all year groups, effectively providing PP/SEND students with targeted support to their needs following EEF research.
Leap Lextronic software	5,600	A very high level of low literacy scores were highlighted in September 2022. This need was responded to by several members of staff trained on a LEAP training course in December, and then led and run LEAP sessions for those students most in need from January. Various levels of strategies were set up depending on need, LEAP sessions, Reading Box sessions, and a Paired Reading Mentoring Group. Whole staff CPD inset on Literacy LEAP training for staff on strategies to be used across school. Effective as students who participated in LEAP sessions increased reading ages by 18 months to 20 months. From September to December, Breakfast Literacy sessions for Year 7, 8 and 9 continued with 100% success rate in improving students' literacy score through at least one stage of the programme. Resources have been very successful and have been used by the hub not just in literacy sessions but in wider literacy support offered throughout the school to disadvantaged students.
Deal with non-academic barriers to success in school		
Employ 1 day a week SEMH coach/mentor for 2022/23	6,200	Effectively working with PP students across Year groups, especially with pupils at highest risk of exclusion. Work keeps students engaged in their education and has successfully provided support to several students keeping the number of



		PEX students down to only 2, a great reduction from the previous year. However, students were not always referred in order of need. For 2023-24 we will now have an in house SEMH coach, a new role with a waiting list already for support. A plan of bespoke interventions based on their needs, and students will be referred on to external agencies if not having the desired impact.
	37,352	

Total Funding	234,883
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Year 11 Outcomes

Based on current VA data although nationally this is to be reviewed in October

	2018	2019	2020	2022	2023
% 9-4 including English and Maths Non-Pupil Premium students nationally	64.2%*	64.2%	64.2%	77%	64%
% 9-4 including English and Maths Cox Green School Pupil Premium students	26.3%	46.2%	45.4%	53.3%	41.4%
Attainment 8 Cox Green Students	46.13	46.70	50.71	45.31	43.85
Attainment 8 disadvantaged Cox Green Students	33.08	39.35	34.99	39.93	35.6
Progress 8 Cox Green Students	-0.108	-0.307	0.12	-0.13	-0.75
Progress 8 disadvantaged Cox Green Students	-0.716	-0.576	-0.33	-0.4	-1.3



In School Differences

Progress Measures	FSM Ever 6	Total	Percent
Students achieving 4+ in English	ALL	149	72.7%
	FSM Ever 6	13	43.3%
	Not FSM Ever 6	136	77.7%
Students achieving 5+ in English	ALL	124	60.5%
	FSM Ever 6	13	43.3%
	Not FSM Ever 6	111	63.4%
Students achieving 4+ in Maths	ALL	140	68.3%
	FSM Ever 6	12	40%
	Not FSM Ever 6	128	73.1%
Students achieving 5+ in Maths	ALL	101	49.3%
	FSM Ever 6	9	30%
	Not FSM Ever 6	92	52.6%

Attendance

- Whole School FSM6 attendance was 81.7% which is lower than the National Average of 85.3% according to FFT Aspire. (This is with COVID related absence included).
- Of particular note is the improved attendance of Year 10 (2022-23) where the PA figure equals the national figure at 31%.
- We need to improve attendance in Year 11 and 9 (2023-24), the PA figure and the attendance figure for both years in terms of FSM6. These two year groups have the biggest gap between FSM6 and Not FSM6.
- Overall, the Cox Green PA percentage score is 32% above the National Average of 28%. However, moving forward we have adjusted our recording systems e.g. for the U code, which has been affecting our PA figure. We hope to see a decrease in our PA figure due to these changes.