

COCKBURN SCHOOL

Specialist status in the Performing Arts



'Learning for Life'

Impact of Pupil Premium Strategies 2017-2018

'Learning for Life'

The aim of this document is to evaluate the impact of Pupil Premium funding on our Disadvantaged Students. For details of what Pupil Premium funding is and which students are eligible, please see the 'Pupil Premium Strategy Statement' which can be found on the pupil premium page of our website.

Ultimately the effectiveness of Pupil Premium spending will be evidenced through the progress and attainment of our Disadvantaged Students at the end of KS4. However it is recognised that many factors and strategies feed into these measures. The impact of specific strategies have therefore been evaluated in detail by analysis of the following key areas.

- Academic attainment
- Academic progress
- Attendance
- Attitudes to learning
- Student voice

Student outcomes at the end of KS4

From 2016, the primary indicator of school performance became Progress 8. The headline measures that appear in the 2018 performance tables will be:

- Progress across 8 subjects
- Attainment across the same 8 subjects
- Percentage of students achieving the threshold in English and mathematics.
- Average point score in the English Baccalaureate.

Progress 8

Progress 8 is calculated by determining each student's performance across a range of eight different subjects (English, Mathematics, three EBacc subjects, and three other GCSE or high quality GCSE equivalent outcomes). This performance is then compared to the attainment of other students nationally who started secondary school with a similar Key Stage 2 results profile. A student will achieve a positive Progress 8 score if their performance is above that of other students nationally and a negative Progress 8 score if their performance is below that of other students nationally. Individual Progress 8 scores will be aggregated to give a Progress 8 score for each school. The Progress 8 score for 2017-18 will be calculated against the 2018 national data and when this data becomes available in the Autumn term. However, based on provisional data we are confident that the progress 8 figure for Disadvantaged Students is positive.

	Disadvantaged 2018 (Provisional)	Disadvantaged 2017
	P8	P8
Overall	0.2	0.44
English	-0.3	-0.13
Maths	0.33	0.32
EBACC	-0.29	-0.03
OPEN	0.94	1.3

Overall, Disadvantaged Students at Cockburn make 0.2 a grade more progress than their peers with similar starting points in year 7. Progress in maths and the open suit of subjects remains strong. English and the EBACC

element are where students make less progress than their peers and this is a key priority for the school in this academic year.

Attainment 8

Attainment 8 measures the achievement of a pupil across 8 qualifications including Mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. Each individual grade a pupil achieves is assigned a point score, which is then used to calculate a pupil's Attainment 8 score. In 2018 new GCSE qualifications in the majority of subjects, graded 1-9, will be included in performance tables. Points will be allocated to the new GCSEs on a 1-9 point scale corresponding to the new 1 to 9 grades, e.g. a grade 9 will get 9 points in the performance measures.

	Cockburn 2018 A8	Cockburn 2017 A8	National 2016 A8 (All students)
Disadvantaged	43.7	44.03	49.76

Attainment 8 calculations do not take into account the extremely low KS2 starting point of Disadvantaged Students at Cockburn. Whilst the figure is below national averages, the attainment 8 score of students is high when compared to the levels students entered with at the start of year 7. For this reason the progress 8 measure can be more useful when assessing the impact of a student's time at Cockburn.

Percentage of students achieving threshold in English and mathematics

This year, the majority of GCSE's have been reformed and the grading system has moved from letters (A*-G) to a numerical 9 to 1 system, with 9 being the highest grade. The content of the new GCSEs is more challenging: the new grades have been introduced to signal that these are reformed GCSEs, and to better differentiate between students of different abilities.

The directive from the government is that at school level, it is important to emphasise that the results of the reformed GCSEs cannot be compared with the legacy GCSEs, as they are entirely new courses with a new grading system.

The government has decided to describe a grade 4 as a 'standard pass' and a grade 5 as a 'strong pass'. A grade 4 and above is equivalent to a C and above: if pupils do not achieve this level in English and Mathematics they will be required to continue studying them Post- 16.

Where employers, FE providers and universities currently accept a grade C, they are expected to continue recognising a grade 4. The grade 5 'strong pass' is being used as a school performance measure. In school performance tables, the government will publish the proportion of students achieving a grade 4 and above, and intends to publish the proportion of students achieving a grade 5 and above. This will not affect individual pupils.

	2018		2017	
	Standard pass	Strong pass	Standard pass	Strong pass
% of students achieving threshold in English and Maths	50.5%	33.7%	40%	32%
% of students achieving threshold in English	60.4%	42.6%	69.6%	47.1%

% of students achieving threshold in Maths	61.4%	45.5%	57.8%	43.1%
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There has been an increase in the percentage of students achieving a standard and strong pass in both English and Maths. However, the percentage of students achieving threshold in English has decreased.

Attendance

We know that our Pupil Premium spending is having impact upon attendance because attendance of disadvantaged students at Cockburn School has continued to be better than the national average for Disadvantaged Students. Whilst national data is not yet available for the academic year 2017-2018, when compared to the national picture for the previous year, the gap between disadvantaged and non-disadvantaged students is still lower here at Cockburn.

Absence	2015		2016		2017		2018	
	School	National	School	National	School	National	School	National
PP	7.3	8.3	5.9	7.2	6.13	7.8	5.58	NA
Non PP	3.5	4.9	3.4	4.1	3.5	5.4	3.59	NA
Gap	3.8	3.4	2.5	3.1	2.63	2.4	1.99	NA

Impact of 2017/18 Disadvantaged Strategies

A thorough review of Cockburn's disadvantaged strategy takes place each September. Below is an evaluation of the strategies used during the 2017/18 academic year to support disadvantaged students at Cockburn School.

Curriculum Support			
Strategy	Amount	Desired Outcome	Outcomes
Specialist Alternative Curriculum to support students who have difficulties accessing the main curriculum.	£25,000	Ensure disaffected students continue to engage in education.	39 students, of which 28 were disadvantaged accessed external providers to re-engage learning.
Accelerated Reader – to improve students' reading and comprehension skills.	£3,500	Improve the reading ages of students and ensure those students below the expected standard catch up.	On average students on the programme made 14 months reading gains. Males made more progress than females in year 7 and 8, there is 4 months difference and 2 months progress respectively. PP Males made 6 months more progress than PP Females in year 7.
Learning Mentors working with identified pupils in Maths, English and Science.	£113,600	Learning mentors at Cockburn support learning within the classroom. They help close the gap in attainment by creating resources, modifying tasks and supporting teachers with strategies in order to support Disadvantaged Students effectively.	Learning Mentors were deployed to support key students in lessons across 3 terms.
Primary School trained teacher employed to support literacy.	£24,000	Ensure our weakest ability Year 7 students make rapid progress and are secondary school ready.	The students working with our Primary School trained teacher, on average made 14 months gains with their reading age over the academic year 2017-18.
Curriculum Enhancement Fund	£13,000	Departments are fully resourced and able to meet the needs of all students.	All departments fully resourced. Additional materials had to be purchased for new GCSE Specifications in a

			wide range of subjects. Online learning opportunities were purchased to support learning at home and in school.
Mentor Programmes – regular detailed feedback on progress.	£6,800	All students have regular contact with a mentor to support and guide them towards academic success.	All students receive regular mentoring through the assertive mentoring programme. An identified group of most able students also receive specialist mentoring through either the Thomas Transition or the Pinsent Masons mentoring programme giving them access to mentoring from the business world and raising aspirations.
Literacy and numeracy leaders to lead on improving the standards of literacy and numeracy across the school.	£13,000	<p>Reading Promote a culture of Reading for Pleasure. Improve the quality of teaching reading skills across the curriculum.</p> <p>Writing Strengthen the teaching of writing skills. Communication Promote the use of standard English in lessons. Develop student response through questioning.</p> <p>Maths Promote Maths as a key life skill. Strengthen the use of maths skills in form time. Implement a trust-wide calculation policy.</p>	<p>A programme for basic RWCM activities has strengthened student's mental maths ability and increased the number of books students in KS3 have read. On average, KS3 students read 20 fiction books per year. The form time programme ensures that students read weekly and build vocabulary skills. This work supports the National Literacy Trust's research which states 'Children who read even two or more books per month were less likely to be struggling readers. Those who read five books a month were almost twice as likely to be reading at a level beyond their age, compared with those who do not read any books at all.'</p> <p>The work of the RWCM teaching and learning community has resulted in the following work being implemented:</p> <ul style="list-style-type: none"> • Initiated maths in science work • RWCM assemblies planned and delivered (3 English, 2 maths based) • Created terrific ten posters • Reviewed RWCM form time procedures and implemented a new recording system • Dictionary audit across departments and dictionaries disseminated • Updated RWCM links

			<ul style="list-style-type: none"> Initiated maths in geography
Learning Resource Centre	£3,500	Improve students reading skills.	The average progress made by students who access LRC intervention was 14 months. There are still 8 students who remain a priority in term 1 2018-2019 for LRC intervention in current years 7 and 8.
Small withdrawal groups for selected students at both key stage 3 and 4.	£45,000	Promote a culture of Reading for Pleasure.	Focussed intervention for students who are below expected standard of reading. This included completing form time reading in the LRC in small groups, resulting in students making on average 19 months progress with their reading.
Time and resourcing of the Senior Leadership team focused upon narrowing the gaps.	£65,000	Ensure narrowing the attainment gap remains a key focus of the school and is achieved through appropriate intervention.	The progress of Disadvantaged Students at Cockburn school is positive, meaning students achieve on average 0.2 of a grade better across 8 subjects than their peers.
EAL Co-ordinator to lead on improving the progress of our disadvantaged EAL students.	£19,000	Students with English as an additional language make good progress in their English, allowing them to access the curriculum and make good progress. Teaching staff are aware of strategies to support and develop our EAL students.	On average students receiving EAL intervention made gains of 3 months in their reading ages. 13 students moved up 1 step in their reading skills and 17 students moved up 1 step in their writing skills.
Into University – workshops and visits to	£1900	Disadvantaged students in gain experience of university life and feel university is a viable option for them in the future	165 students across all year groups have been part of the Into University programme. Through this they have attended workshops, visited Universities and

raise student's aspirations achievements.			received aspirational talks from disadvantaged students who have gone onto study at University.
Support to access learning opportunities			
Strategy	Amount	Desired Outcome	Outcomes
Session 7 Revision sessions ran to support students' extended learning and exam revision – resources and staffing.	£39,000	After school learning opportunities offered to all students.	Year 11 students had access to subject specific revision sessions every night of the week. Providing structured revision and resources for all students and contributing to the positive progress of disadvantaged students.
Holiday Revision to support students preparing for examination classes – resources and staffing.	£5,000	Holiday learning opportunities offered to all students.	Holiday revision sessions provided disadvantaged students with subject specific support and place to study during their Easter break.
Revision Materials	£5,000	All students have access to suitable revision material via the FROG revision pages.	All departments had a FROG page with links to revision materials and past papers. Hits on revision site demonstrated over 100 users per week. Students were also provided with revision guides, workbooks and resources for independent revision.
Careers Advice	£19,000	All students receive advice regarding further education, employment and training that is appropriate to their needs.	All year 11 students received at least two meetings with our independent careers adviser this academic year. All students at Cockburn completed at least two applications for a college course in 2017/2018. The PSHCE curriculum has been updated to include lesson plans on careers from year 7. Students begin their careers advice in year 9/10. There has been increased work with local colleges through assemblies and transition meetings. Students in year 10 completed 10 weeks of work experience.
Rewards – to support the PDFL system and ensure students who consistently meet the school values and expectations are rewarded.	£20,000	The rewards system is used to incentivise students to meet targets and have a positive attitude to learning and behaviour. It supports vulnerable groups	During 2017-18, 1204 students achieved their Gold award (2000 points), 1114 students achieved their Diamond award (3000 points), 849 students achieved Platinum (4000 points) and 514 students achieved double diamond (6000). Additional rewards were

		by offering rewards to support their learning.	added to support student learning, e.g. laptops, revision guides, stationary. 40% of students will access the end of year rewards trip and over 85% of Year 11 students have chosen to/earned the right to attend the end of year prom.
Educational Visits – subsidised extended learning opportunities.	£10,000	Students’ cultural capital is developed through a range of enrichment activities and visits.	Over 500 students have accessed enrichment activities that have developed their cultural capital and deepened their subject knowledge. Activities have included; visiting sporting events, Art Galleries, Theatres, National Parks and the Dance shows.
Hardship Fund – subsidised residential extended learning opportunities.	£10,000	Students are able to access residential enrichment activities they would otherwise not have been able to afford.	19 Disadvantaged Students received hardship assistance to attend residential trips to locations such as Paris, Ullswater and London. These residential trips supported the students understanding of subjects as well providing cultural experiences.
Music lessons provided for all key stage 4 students studying music.	£1875	All students studying Music at Cockburn can access peripatetic lessons, therefore narrowing the gap in achievement between disadvantaged and non-disadvantaged students.	All Disadvantaged Students at KS4 received free instrumental tuition. This has meant that students in Year 9 and 10 have become much more confident at performing and have made progress gains. More Disadvantaged Students have also been involved with school shows and performances.
Action focused upon social, emotional and behavioural issues			
Strategy	Amount	Desired Outcome	Outcomes
Care Support and Guidance – resources Heads of Year to support students who have social, emotional or behavioural needs.	£58,000	Improve attendance and attitude to learning of all students. Ensure all students feel safe and know who to ask for help.	Attendance of Disadvantaged Students improved to the highest level ever in the school history at 94.42%. Student surveys again showed that students feel safe in school and know who to speak to if they have an issue. The social, emotional and behavioural support provided to Year 11 resulted in a positive progress score as a school. Students with SEN when asked are clear that they enjoy coming to school and feel fully supported. An early intervention therapeutic worker has continued to be employed by the school,

			providing support to our most vulnerable students and enabling them to engage with education, despite very challenging circumstances outside of school. Both lateness and attendance figures improved for Disadvantaged Students.
Actions focused upon improving attendance			
Strategy	Amount	Desired Outcome	Outcomes
Attendance Officers – dedicated members of staff who focus upon improving the attendance and punctuality of students.	£32,000	Improved attendance of Disadvantaged Students	School attendance was a record high of 96.41% last academic year. Lateness to school significantly reduced for Disadvantaged Students