

COCKBURN SCHOOL

Specialist status in the Performing Arts



'Learning for Life'

Pupil Premium Strategy Statement 2018

Pupil Premium 2018/19

At Cockburn School we believe that all students, regardless of their background, should be supported and challenged to attain the best possible outcomes during their time with us. The pupil premium is a government initiative designed to target resources on those pupils deemed to be from a disadvantaged background. Specifically the Pupil Premium money is provided for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years or those children who have been looked after continuously for at least 6 months (CLA). For the year 2018/2019 the Pupil Premium has a value of £935 per eligible pupil. Schools receive an additional £2300 for each pupil who has been looked after for 1 day or more, has been adopted from care or has left care under a special guardianship order, a residence order or a child arrangement order. There is also a smaller provision of £300 made for those pupils who have a parent in the armed services. Neither the government nor any government agencies have dictated how the Pupil Premium money should be spent, but what is clear is that the money should be used to promote strategies, which narrow the attainment gap between those students who would be considered disadvantaged and their non-disadvantaged peers.

Pupil Premium Funding at Cockburn in 2018-2019

Number of students on roll	Number of students eligible for PP	% of students eligible for PP	Total PP funding for 2018/19
1265	617	48.77%	£636,210.00

Pupil Premium students at Cockburn School 2018/19.

Cockburn School is a large secondary school with 1,265 students. This means that the School is larger than the national average. Each year group has close to half of the cohort being disadvantaged.

At Cockburn the progress and attainment of disadvantaged students is a key focus in our journey of 'Transformation to Excellence'. We believe this focus is everyone's responsibility and is embedded in our 3-5 year plan, which states:

'Attainment 8 and progress gaps between 'disadvantaged' and 'other students' are significantly below national gaps.'

What are the potential barriers to learning for students eligible for Pupil Premium?

- A. When students arrive at Cockburn School, there is already a significant difference in the attainment between the students eligible for Pupil Premium and their peers. This highlights the need to develop reading, writing and mathematical skills during this first year.
- B. Historically, pupil premium students who are identified from KS2 assessments as higher ability learners, make less progress in Key Stage 3 and 4 than their peers.
- C. Aspiration and educational ambitions are often low in students eligible for Pupil Premium.
- D. Some Pupil Premium students have specific behaviour issues which can impact on academic progress. Therefore support needs to be implemented to ensure this has minimal impact for students.
- E. The attendance of Pupil Premium students is generally lower than their peers.
- F. The home learning environments of students eligible for Pupil Premium are often poor, meaning students struggle to complete high quality learning and revision out of school.

How will we support our students who are eligible for the Pupil Premium?

At Cockburn we believe a range of strategies are required to narrow the gap in attainment between our disadvantaged and non-disadvantaged students. We implement strategies that support disadvantaged students in four key areas:

- Curriculum support
- Support to access learning opportunities.
- Action focused upon social, emotional and behavioural issues.
- Actions focused upon improving attendance.

The impact of these strategies will be measured by conducting data analysis of the following:

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

Strategies to support disadvantaged students at Cockburn 2018/19			
Curriculum Support			
Strategy	Desired Impact	Review of implementation (where applicable)	Amount
Specialist Alternative Curriculum to support students who have difficulties accessing the main curriculum.	Disaffected students continue to engage in education.	Weekly evidence during student updates at SLT meetings.	£25,000
Accelerated Reader – to improve students’ reading and comprehension skills.	Improved reading ages of students. Students below age related expectations rapidly catch up.	Year 7, 8 and 9 key assessment points throughout the academic year.	£3,500

Learning Mentors working with identified pupils in Maths, English and Science.	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 mentor observations, progress data at KAPs for disadvantaged students.	£113,600
Primary School trained teacher employed to support literacy across the curriculum.	Our weakest ability Year 7 students make rapid progress and are secondary school ready.	Year 7 baseline GL assessments at start and end of year 7.	£24,000
Curriculum Enhancement Fund	Departments are fully resourced and able to meet the needs of all students.	Rolling requests as resources become available.	£13,000
Assertive Mentor Programme – regular detailed feedback on progress.	All Y11 students have regular contact with a mentor to support and guide them towards academic success.	Each Year 11 KAP.	£6,800
Most Able Strategy – ensuring our most able students’ needs are being met.	Most Able students to have improved self-confidence and self-belief in their ability to progress to higher education.	Progress of higher ability learners in each KAP, student voice and destination data.	£3,500
Literacy Leader to lead on improving the standards of literacy across the school.	A culture of reading for pleasure is evident across school and quality of teaching reading skills across the curriculum is high. Teaching of writing skills is high quality and the use of standard English in lessons promoted.	Lesson observations through QA process. Improved out	£13,000
Learning Resource Centre	Improve students reading skills by providing access to a wide range or texts and resources.	Student attendance at the LRC. Reading age data and KS4 results.	£3,500

Small withdrawal groups for selected students at both key stage three and four.	Increased ability of students to read for meaning and further embedded culture of reading for pleasure.	Student progress in English and Maths at each KAP.	£45,000
Time and resourcing of the Senior Leadership team focused upon narrowing the gaps.	Narrowing the attainment gap remains a key focus of the school and is achieved through appropriate interventions outlined in this document.	KS4 results.	£65,000
Motivational speech and memory technique workshops.	Improve students' motivations and aspirations. Students develop their memory techniques.	Student voice, KS4 results and progress at each KAP.	£1350
EAL Co-ordinator to lead on improving the progress of our disadvantaged EAL students.	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.	Student progress at each KAP.	£19,000
Into University – workshops and visits to raise student's aspirations achievements.	Disadvantaged students in gain experience of university life and feel university is a viable option for them in the future	Student voice and attendance at workshops and visits.	£1,900
Support to access learning opportunities			
Strategy	Desired Outcome	Review of implementation (where applicable)	Amount
Session 7 Revision sessions	Students receive extended learning and exam revision – resources and staffing.	Fortnightly monitoring of attendance at session 7. KS4 results.	£39,000

Holiday Revision to support students preparing for examination classes – resources and staffing.	Holiday learning opportunities offered to all students and attendance at these sessions is high.	Review of attendance at Easter sessions, KS4 results.	£5,000
Revision Materials	All students have access to suitable revision material via the FROG revision pages.	Half-termly review during by SLT link and subject leader.	£5,000
Careers Advice	All students receive advice regarding further education, employment and training that is appropriate to their needs. Students are clear on what they need to do to progress onto their next educational step.	Timetabled appointments throughout year. Attendance monitored by pastoral team.	£19,000
Rewards – to support the PDFL system and ensure students who consistently meet the school values and expectations are rewarded.	The rewards system is used to incentivise students to meet targets and have a positive attitude to learning and behaviour. It supports vulnerable groups by offering rewards to support their learning.	Rewards Co-ordinator report of staff use of PDFL.	£20,000
Educational Visits – subsidised extended learning opportunities.	Students’ cultural capital is developed through a range of enrichment activities and visits.	Review of numbers of PP students accessing residential trips.	£10,000
Hardship Fund – subsidised residential extended learning opportunities.	Students are able to access residential enrichment activities they would otherwise not have been able to afford.	Review of numbers of PP students accessing residential trips.	£10,000
Music lessons provided for all key stage 4 students studying music.	All students studying Music at Cockburn can access peripatetic lessons, therefore narrowing the gap in achievement between disadvantaged and non-disadvantaged students.	Students accessing peripatetic lessons.	£1875

Action focused upon social, emotional and behavioural issues

Strategy	Desired Outcome	Review of implementation (where applicable)	Amount
Care Support and Guidance – resources Heads of Year to support students who have social, emotional or behavioural needs.	Improve attendance and attitude to learning of all students. Ensure all students feel safe and know who to ask for help.	ATL reviews each half term, KAP progress data and student voice.	£58,000

Actions focused upon improving attendance

Strategy	Desired Outcome	Review of implementation (where applicable)	Amount
Attendance Officers – dedicated members of staff who focus upon improving the attendance and punctuality of students.	The attendance of disadvantaged students continues to increase and the gap in attendance between disadvantaged and non-disadvantaged is narrowed.	Half termly attendance data.	£32,000