



## 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	Cockburn School
Number of pupils in school	1271
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	01.12.21
Date on which it will be reviewed	01.12.22
Statement authorised by	Mr R Dixon
Pupil premium lead	Mr R Caldow
Governor / Trustee lead	Mr P Nuttall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 517,610
Recovery premium funding allocation this academic year	£78,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 596,200

# Part A: Pupil premium strategy plan

## Statement of intent

### Vision Statement

Our vision statement below outlines our overall ambition for **all** students at Cockburn School: -

“Our focus is on each individual, acknowledging both their rights and responsibilities. Teaching and Learning drives an ambitious curriculum that seeks to **stretch and challenge all students** through academic rigour. A strong care, support and guidance structure supports learning throughout the school.

Through dedication and hard work our students will have a love of learning and a resilience that is essential for great accomplishment. We widen the **aspirations of all students**, to help them to reach destinations that are ambitious and fulfilling. We value the arts, both as part of the curriculum and as part of the school’s extensive enrichment and extra-curricular programme.

We promote respect and good manners; these are fundamental to our school based on our shared Values and Expectations. We recognise the **importance of each individual and the school’s place in the local community**. We aim to promote lifelong learning by developing creative, independent and reflective learners. **We believe in the equality of opportunity and in celebrating success for all.”**

**Pupil Premium funding will help support the school to realise our vision for those students identified as being eligible for this funding. The following outlines how we will ensure effective use of the funding: -**

- The Pupil Premium funding will be clearly identifiable within the budget.
- The Head of School in consultation with the Board and staff will decide how the Pupil Premium funding is spent for the benefit of the entitled students. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of students the school has legitimately identified as being socially disadvantaged.
- The school will assess what additional provision should be made for the individual students.
- The school will be accountable for how it has used the additional funding to support the achievement of those students covered by the Pupil Premium.
- The Head of School will report to the Board and parents/carers on how effective the intervention has been in achieving its aims, including publishing online information about how Pupil Premium funding has been used.
- We will use attainment and progress data to evaluate the impact of the Pupil Premium funding across the curriculum.

**Our main objectives are as follows:**

- To ensure that the Pupil Premium funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives.
- To provide additional educational support to improve the progress and raise the achievement for these students.
- To narrow and close the gap between the achievement of these students and their peers.
- To use the funding to address any underlying inequalities between children eligible for the Pupil Premium and others.

## Challenges

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

Challenge number	Detail of challenge
1	On average, disadvantaged students enter Year 7 with lower Key Stage 2 scores than other students, therefore there is a need to accelerate their progress in reading, writing and mathematics over the academic year
2	Disadvantaged students, especially white British males have typically made less progress over Key Stage 3 and 4 than other students. This needs to be addressed to ensure that high attainment and Progress 8 scores are achieved by all students.
3	Internal behaviour and attitude to learning data highlights that on average disadvantaged students do not demonstrate the school's Values and Expectations as consistently as other students. This needs to be addressed so that it does not impede upon the academic progress and attainment.
4	Attendance rates for disadvantaged students is lower than the attendance of other students. This needs to be addressed so that it does not impede upon the academic progress and attainment.
5	In general, disadvantaged students lack the cultural capital of other students. This must be addressed to ensure all students are equipped with the knowledge and cultural capital needed to succeed in life.

## 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
Highly effective assessment within the Curriculum ensures excellent progress for all	Disadvantaged students have detailed knowledge and skills across the curriculum and demonstrate high levels of progress
Teaching of the curriculum is highly effective to ensure students make excellent progress	Disadvantaged students in each year group have diminished the progress gap with other students
Highly effective Leadership & management in place that ensures support and challenge for all staff at all levels	Highly effective professional development in place promoting excellence in all areas of the school. Funding is used effectively and has significant impact on targeted areas.
Disadvantaged students make accelerated levels of progress in Reading, Writing and Mathematics over the course of key stage 3.	Disadvantaged students have diminished the difference with other students in their maths and English Progress Test scores by the end of Key Stage 3.  The majority of disadvantaged students have made accelerated progress in their reading ability by the end of Key Stage 3.
Attitude to Learning data show that disadvantaged students perform in line with other students in the academy.	Positive discipline for learning data illustrates a diminishing in the difference in negative attitudes to learning between disadvantaged and other students.
Character development that ensures excellent attitudes, behaviour and engagement. Behaviour for Learning data show that disadvantaged students perform in line with other students in the academy.	Positive discipline for learning data illustrates a diminishing in the difference in negative behaviour incidents between disadvantaged and other students.
The difference between the attendance of disadvantaged students and other students is diminished.	The difference in attendance between our disadvantaged students and other students nationally diminishes each year.  Disadvantaged students in all year groups have attendance above 92%.
To enrich the cultural capital of disadvantaged students so they are introduced to the best that has been thought and said, helping them to engender an appreciation of human creativity and achievement.	Increasing numbers of disadvantaged students engage in enrichment activities each year.  The proportion of disadvantaged students considered NEET decreases.

## 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)

Budgeted cost: £ 196,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary development to close the gaps in academic progress and cultural enrichment	Improving Literacy in Secondary School Guidance report. EEF  <i>“By attending to the literary demands of their subjects, teachers increase their pupils’ chance of success in their subjects.”</i>	1, 2, 5
High quality teaching and learning ensures personalisation is effective in closing the gaps and ensuring good progress	The EEF Teaching and Learning Toolkit states individualised instruction could increase progress by four months.	1, 2, 5
Appropriate professional development is in place that supports the delivery of consistently good teaching and student progress.	Effective Professional Development Guidance Report. EEF  <i>‘High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children’s outcomes in the classroom.’</i>  <a href="https://bit.ly/3HCL2tN">https://bit.ly/3HCL2tN</a>	1, 2, 3, 4, 5
Strategic seating plans utilised to develop personalisation of learning	The EEF Teaching and Learning Toolkit states individualised instruction could increase progress by four months.	1, 2
Pedagogy is effectively delivered to ensure practice phase of the lesson develops student’s resilience and independence.	The EEF Teaching and Learning Toolkit states developing students’ meta-cognition and self-regulation approaches could increase progress by seven months.	1, 2, 5
The principles of cognitive science are effectively delivered to	Cognitive Science Approaches in the Classroom: A Review of the Evidence. EEF	1, 2, 5

ensure students know and remember more.	<i>"It is, for example, becoming increasingly clear that using spaced or distributed practice, where knowledge is rehearsed for short periods over a longer period of time, is more effective than so called massed practice."</i>	
A range of GL assessments have been implemented to support departments to identify accurate starting points for Year 7 & 8	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="https://bit.ly/3FVR6Mg">https://bit.ly/3FVR6Mg</a>	1, 2

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

Budgeted cost: £ 167,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Session 7; targeted catch up and revision sessions to support students in Year 11 prepare for their assessments.	The EEF Teaching and Learning Toolkit states extending the school day for targeted after school revision could increase progress by three months.	1, 2
Provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	The EEF Teaching and Learning Toolkit states group tuition could increase progress by four months.	1, 2
Strengthen our teaching of reading through the successful implementation of the RWCM policy and targeted reading intervention.	The EEF Teaching and Learning Toolkit states reading comprehension strategies could increase progress by six months.	1, 2, 5
Learning Mentors in English, Maths, Science & Humanities support disadvantaged students	The EEF Teaching and Learning Toolkit states small group tuition has an average	1, 2

through small withdrawal groups, form time intervention and in class support.	impact of four months' additional progress over the course of a year.	
Fully staffed Learning Resource Centre used for small group intervention and literacy catch-up sessions with Year 7 and 8 students.	The EEF Teaching and Learning Toolkit states small group tuition has an average impact of four months' additional progress over the course of a year.	1,2, 5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £231,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
An attendance team that consists of three dedicated members of staff who focus upon improving the attendance and punctuality of students.	Removing barriers to attendance, exacerbated by COVID-19 closure, is fundamentally important in ensuring that students are able to acquire, retain and develop knowledge and skills	4
Attendance support utilise through external provider BCL to engage with persistent absence and hard to reach families	Disadvantaged students typically have lower attendance and more incidents of poor behaviour than their non-disadvantaged peers  Both targeted interventions and universal approaches have positive overall effects (+ 4 months).	4
Heads of Year assigned to each year group to support disadvantaged students who have social, emotional or behavioural needs. Heads of Year are non-teaching members of staff, this allows greater communication with parents/carers and greater monitoring of students over time.	Disadvantaged students typically have lower attendance and more incidents of poor behaviour than their non-disadvantaged peers  Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. (EEF 2021)	3,4
Directors of Year assigned to each year	Both targeted interventions and universal approaches have positive overall effects	1, 2, 3, 4, 5

group to support disadvantaged students who require intervention with attendance, attitudes to develop students' progress over time	(+ 4 months). Schools should consider the appropriate combination of approaches to reduce overall disruption and provide tailored support where required. (EEF 2021)	
National Schools Breakfast Programme to provide a healthy breakfast for disadvantaged students	Research identifies that students who have a healthy breakfast each day have higher levels of engagement in lessons and their time in school.	1, 2, 3, 4, 5
Rewards – to support the PDFL system and ensure students who consistently meet the school values and expectations are rewarded.	Recognising student successes and rewarding those students supports the aspiration to develop students' aspiration and behaviour for learning. Using targeted interventions and universal approaches have positive overall effects (+ 4 months).	1, 2, 3, 4, 5
Pupil Premium bids will enable the cost of enrichment activities to be reduced for disadvantaged students.	Based upon our experiences we have identified a need to be able to reduce the cost of enrichment activities for disadvantaged students, supporting them to improve their cultural capital.	1, 2, 3, 5
Extra-curricular provision. Disadvantaged students encouraged to participate in a wide range of activities to develop cultural capital & character	The EEF Teaching and Learning Toolkit suggests Extra-curricular participation in the arts and sports can add 3 months academic progress.	3,4, 5
Character development is an integral part of the wider school curriculum.	The EEF Teaching and Learning Toolkit states group behaviour interventions could increase progress by four months.	3, 4, 5
Therapeutic workers employed to support student mental health & wellbeing	The EEF states both community-based and school-based approaches can be successful	1, 2, 3, 4, 5
Assertive Mentoring for targeted disadvantaged students who have lower than national average attendance and attitudes to learning	The EEF states both community-based and school-based approaches can be successful	4



Careers provision - all students receive regarding further education, employment and training that is appropriate to their needs.	What is the impact of careers education on improving young people's outcomes? EEF	1, 2, 3, 4, 5
---	---	---------------

## Total budgeted cost: £ £596,200

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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Success Criteria	Outcome
The majority of disadvantaged students are making at least expected progress at each KAP during key stage 3.	At the end of Year 8 internal data highlights that by the end of the year 73% of students across all of their subjects made at least expected progress. 24% of students exceeded expectations.
The difference in standardised assessment scores between disadvantaged and other students is diminished in all progress tests.	Progress tests identify that there were improvements in standardised aged scores from Year 7 to Year 8
Disadvantaged students achieve a positive progress 8 score.	<i>Progress 8 scores have not been calculated 2021</i>
The difference between the proportion of disadvantaged and the national average for other students' achieving the strong	28.3% of disadvantaged students achieved a strong pass in both maths and English.

<p>and standard pass in the basics diminishes.</p>	<p>43.4% of disadvantaged students achieved a standard pass in both maths and English.</p> <p>Disadvantaged students achieved an average attainment 8 score of 38.25.</p> <p>These results do not demonstrate a diminishing of the difference with the national results for 'other' students. However, this disadvantaged cohort was significantly weaker than previous cohorts and was significantly impacted by school closures.</p>
<p>Behaviour point data illustrates a diminishing in the difference of negative behaviour between disadvantaged and other students.</p>	<p>Analysis of behaviour point data is not possible due to the introduction of a new PDFL system during half term 6. However, lesson visits and work scrutiny found the vast majority of disadvantaged students take pride in their work and model the school's values and expectations.</p>
<p>The difference in attendance between disadvantaged students the national other students diminishes.</p>	<p>Attendance for 2020-21 was above the national average during COVID at 93%</p> <p>The difference between disadvantaged and non-disadvantaged students' attendance was 6% for 2020-21.</p>
<p>Disadvantaged students in all year groups have attendance above 94%.</p>	<p>Disadvantaged students had an average attendance of 87% during 2020-21.</p>
<p>Increasing numbers of disadvantaged students take part in enrichment activities.</p>	<p>Difficult to measure. Enrichment activities reintroduced in June 2021. Throughout the year students in Year 10 and Year 11 engaged in catch up sessions.</p>
<p>The proportion of disadvantaged students considered NEET decreases.</p>	<p>At the end of Year 11 all students had applied for Post 16 provision. Of all 2019 leavers, 93% stayed in education or employment, which is an increase of 2% from 2018.</p>

## 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*

<b>Programme</b>	<b>Provider</b>
Hegarty Maths	Hegarty Maths Online tutoring
Timetable Rock Stars	Maths Circle Ltd
Everlearner	Everlearner Ltd
Maths Watch	Maths Watch Ltd
PTech	IBM
Noise Academy	Noise Academy Ltd