

## Pupil Premium Development Plan 2020-23

### Pupil Premium Funding

The pupil premium is a coalition 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 students who have been on Free School Meals (FSM) at any point over the past 6 years (Ever6) or those children who have been looked after continuously for at least 6 months (CLA). From the year 2020/2021 the Pupil Premium has a value of £955 per eligible student. Schools receive an additional £2345 for each student 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 £310 made for those students 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 the highest and lowest achieving students.

### Pupil Premium Funding 2020-21

	Year 7		Year 8		Year 9		Year 10		Year 11		School	
Disadvantaged	121	42%	105	43%	100	42%	120	46%	99	42%	545	
Funding Stream	Number of Students	Funding Amount	Number of Students	Funding Amount	Number of Students	Funding Amount	Number of Students	Funding Amount	Number of Students	Funding Amount	Number of Students	Funding Amount
FSM Ever6 (£955)	118	£112,690	100	£95,500	91	86,905	119	£113,645	93	88,815	521	£497,555
CLA (£2345)	3	£2,345	5	£11,725	9	£21,105	1	£2,345	6	£14,070	24	£56,280
Armed Services (£310)	0	£0	0	£0	0	£0	0	£0	0	£0	0	£0
<b>Total</b>											<b>£553,835</b>	

**What ability levels our disadvantaged students arrive with from key stage 2.**

Cohort		Year 7	Year 8	Year 9	Year 10	Year 11	School
<b>On Roll</b>		<b>121</b>	<b>105</b>	<b>100</b>	<b>120</b>	<b>99</b>	<b>610</b>
<b>Ability Bands</b>	<b>No band</b>		2 1%	2 1%	6 3%	5 6%	21 3%
	<b>Lower</b>		18 19%	17 19%	15 15%	17 19%	120 21%
	<b>Middle</b>		54 51%	50 48%	67 56%	61 58%	320 52%
	<b>High</b>		31 29%	31 32%	32 26%	13 17%	149 24%

*Due to the national lock down in the summer of 2020, current year 7 do not have KS2 progress data.*

**What are the barriers to progress and the future attainment of students eligible for Pupil Premium funding?**

- A.** In general, 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. Twenty one per cent of disadvantaged students in KS3 are considered low ability compared to five per cent of other students.
- B.** Disadvantaged students, especially males have historically 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. Disadvantaged students achieved a progress 8 score of -0.16 in 2019 compared to 0.0.12 for all students.
- C.** 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. On average disadvantaged students received 6.3 behaviour points in 2019 compared to 2.6 for other students.

- D. 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. On average disadvantaged students had 5.12 unauthorised absences in 2019 compared to 1.69 unauthorised absences for other students.
- E. Some disadvantaged students arrive at the academy lacking aspiration and educational ambition.
- F. Disadvantaged students have been disproportionately impacted upon by the closure of school due to Covid 19.

**What are the desired outcomes for each strategy and how will we measure its impact?**

- A. Disadvantaged students make accelerated levels of progress in Reading, Writing and Mathematics over the course of key stage 3.
- B. The difference in the Progress 8 score for Cockburn School disadvantaged students compared to other students nationally is diminished.
- C. Attitude to Learning and behaviour data show that disadvantaged students perform in line with other students in the academy.
- D. Attendance of disadvantaged students in all years groups to be above 94%.
- E. To raise the aspirations and educational ambitions of all students with a relentless focus upon disadvantaged students.
- F. Disadvantaged students quickly fill the gaps in knowledge created by school closure.

**Strategies outlined below will be reviewed in January 2021, April 2021 and September 2021**

Barrier	Strategy	Monitoring	Cost	Success Criteria
A	The curriculum is planned so that students have 5 lessons a week of English and Mathematics throughout both key stage 3 and 4.	Annually using end of year assessment data	n/a	The majority of disadvantaged students are making at least expected progress at each KAP during key stage 3.
	Additional staffing and TLR responsibilities in English, Mathematics and Science to facilitate small class sizes and to monitor the progress of disadvantaged students.	Annually using end of year assessment data	£82,650	
	Accelerated Reader delivered during English lessons to improve students' reading and comprehension skills.	Termly using the most recent reading data	£2585	The majority of disadvantaged students who arrive at Cockburn below age related expectations make accelerated progress in both maths and their reading ages.
	Fully staffed Learning Resource Centre used for small group intervention and literacy catch-up sessions with Year 7 and 8 students.	Annually using end of year assessment data	£52,920	
	Maths Discovery Centre fully resourced with PCs to support with in lesson learning and homework. Purchase of 'MyMaths', 'Mathswatch' and 'Timetables Rock stars' to promote progress in numeracy.	Annually using end of year assessment data	£3,200	
	Learning Mentors in English, Science and Maths support disadvantaged students through small withdrawal groups, form time intervention and in class support.	Termly using the most recent reading data	£95,229	The difference in standardised assessment scores between disadvantaged and other students is diminished in all progress tests.
	Raise the standard of reading and vocabulary to improve student cultural capital, comprehension and fluency.	Termly using the most recent reading data	n/a	

Barrier	Strategy	Monitoring	Cost	Success Criteria
B	The curriculum is designed so that core subjects are taught during the morning in key stage 4 when students have greater focus.	Termly using attendance and KAP data.	n/a	Disadvantaged students achieve a positive progress 8 score.
	Session 7 revision sessions after school to support students' extended learning and exam revision.	Annually using end of year assessment data.	£16,780	
	The School Development Plan explicitly focuses upon the progress of disadvantaged students and ensures strategies that will significantly impact upon disadvantaged students are designed and implemented.	Termly using the strategy outlined in the proposal.	n/a	The difference between the proportion of disadvantaged and the national average for

	Pupil Premium bids encourage middle leaders to design strategies that will positively impact upon disadvantaged students. Funding can be requested via a concise proposal.	Termly using student voice, attendance and behaviour data.	£10,000	other students' achieving the strong and standard pass in the basics diminishes.
	Homework club is used to assist students who are struggling to complete homework at home and to build self-regulating skills for independent work in the future.	Annually using end of year assessment data.	£3,800	Increasing numbers of disadvantaged students take part in enrichment activities.
	Appointment of Directors of Year who have responsibility in ensuring disadvantaged students make at least good progress in all areas.	Annually using end of year assessment data, NEET figures and attendance data.	£35,000	Work scrutiny show an improvement in the standard of work and presentation in disadvantaged students books.
	Enhance the personalised curriculum offer for all vulnerable groups in school including SEND, EAL, PA	Work Scrutiny, observations and student voice.	£15,200	
	Further develop Teach to the Top strategy to raise the level of challenge in the classroom.	Termly using attendance and KAP data.	n/a	

Barrier	Strategy	Monitoring	Cost	Success Criteria
C	Specialist Alternative Curriculum to support students who have difficulties accessing the school main curriculum.	Annually using end of year assessment data.	£25,000	Behaviour point data illustrates a diminishing in the difference of negative behaviour between disadvantaged and other students.
	Rewards – to support the PDFL system and ensure students who consistently meet the school values and expectations are rewarded.	Termly using rewards, behaviour and ATL data.	£8,000	
	Heads of Year are 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 and this allows greater communication with parents/carers and greater monitoring of students over time.	Termly through the appraisal review process.	£131,720	The proportion of disadvantaged students considered NEET decreases.
	Appointment of a therapeutic care worker to provide counselling for disadvantaged students who require additional support.	Termly through data that is appropriate to each case.	£15,000	

Barrier	Strategy	Monitoring	Cost	Success Criteria
D	The employment of a MAT Attendance Officer to ensure that poor attendance is not a barrier to making progress and best practice is shared across the MAT.	Half termly attendance data	£8,900	The difference in attendance between disadvantaged students the national other students diminishes.
	An attendance team that consists of three dedicated members of staff who focus upon improving the attendance and punctuality of students.	Half termly attendance data	£40,200	
	Attendance incentives to be used effectively to support the attendance of disadvantaged students. Fines and legal proceedings will be instigated, where attendance requires improvement.	Half termly attendance data	Costed above as part of rewards	Disadvantaged students in all year groups have attendance above 94%.
	Designated safeguarding officer is in place to engage directly with students from disadvantaged backgrounds should they require support.	Half termly attendance data	£21,322	
	Preventative attendance strategies in place to improve all attendance bands.	Half termly attendance data	n/a	

Barrier	Strategy	Monitoring	Cost	Success Criteria
E	Into University workshops and visits delivered to students across both key stages to raise their aspirations and achievement.	Student voice and ATL data.	£6,200	Increasing numbers of disadvantaged students take part in enrichment activities.
	Prioritisation and support provided by the Careers, Information and Guidance officer for all disadvantaged students.	Annual NEET figures.	£16,400	
	Targeted guest speakers and enrichment experiences.	Student voice and ATL data.	£1,200	The proportion of disadvantaged students considered NEET decreases.
	Educational Visits – subsidised extended learning opportunities.	Student voice, ATL and assessment data.	£5,000	
	Careers Advice – all students receive regarding further education, employment and training that is appropriate to their needs.	Annual NEET figures.	Costed Above	

Barrier	Strategy	Monitoring	Cost	Success Criteria
F	Remote learning strategy implemented to ensure students who must self-isolate can continue their education.			The impact of school closure upon disadvantaged students is accurately measured and

F	Recovery curriculum planned and implemented to ensure that gaps in knowledge are identified and curriculum plans are designed to address them.	Termly through planning reviews, student voice		<p>understood by all stake holders.</p> <p>The difference in academic performance between disadvantaged and other students is diminished.</p>
	Digital learning platforms such as Hegarty Maths and Educake have been purchased to support remote learning.			
	A range of GL assessments have been implemented to support departments to identify accurate starting points for Year 7 and assess the impact of school closure upon students in Year 8 and 9.	GL assessment analysis. KAP data Year 11 outcomes		