



### Cox Green Pupil Premium Strategy 2017 - 2018

The purpose of the Pupil Premium Grant is to ensure there is no difference between the outcomes and progress of students who are in receipt of Pupil Premium and those who are not nationally.

Cox Green is committed to ensuring Pupil Premium funding reaches the students who need it most to ensure any barriers are removed, challenge is provided and there is equality of opportunity for all.

#### Pupil Premium Numbers

	Number	%
Total number of Students Years 7 – 11	878	N/A
Total number of Students Year 7 - 14	1026	N/A
Students in receipt of Pupil Premium in Years 7 - 11	144	16%
Students in receipt of Bursary in Years 12 - 13	11	7%
Looked after Children Years 7 -11	2	0.2%

*NB: Figures are accurate as of Dec 2017*

#### Pupil Premium Expenditure April 2017 – March 2018

Total Number of learners Eligible for Pupil Premium Grant - Jan 17 Census	125
Amount of Pupil Premium Grant received per learner 2017/18	£935
Pupil Premium Grant 2016/17	£116,875
Post Looked After Children	£5,700
Total Amount of Pupil Premium Grant 2017/18	£122,575
Total amount of Cox Green spend on Pupil Premium	£142,959
Difference	+£20,384

## **Part 1: Barriers to Learning**

### **1.1 Analysis of PASS Survey 2016**

Each year the school surveys all students using an independent survey. This survey enables the school to evaluate how students feel about the school and their learning.

	Percentile Rank	PP Percentile	Non-PP Percentile	Difference
Feelings about school	50.4	44.7	51.3	-6.6
Perceived Learning Capability	53.6	47.0	54.7	-7.7
Learner Self Regard	48.6	44.7	49.3	-4.6
Preparedness for Learning	57.8	50.6	59.0	-8.4
Attitudes to Teachers	49.7	47.0	50.1	-3.1
General Work Ethic	55.9	49.9	56.9	-7.0
Confidence in Learning	60.1	54.7	61.0	-6.3
Attitudes to Attendance	53.2	46.7	54.3	-7.6
Response to Curriculum	50.6	48.4	51.0	-2.6

**NB: The figures in the table above show the school's standardised scores. The numbers represent the percentile rank for each factor. These percentiles are benchmarked against national norms providing a standardised indication of attitudes in the school. For feelings about school a 50.4<sup>th</sup> percentile rank, means that they are equally as or more positive than 50.4% of the population on that measure but less positive than 49.6% of the population.**

The analysis of the PASS Survey indicates that the main barriers to Pupil Premium students' learning are: perceived learning capability, attitude to attendance, confidence in learning and preparedness for learning.

### **1.2 Other Barriers to Learning**

In addition, the school recognises through a variety of student voice activities, evaluation of teaching, learning and assessment and personal development that there are additional barriers to learning for pupil premium students.

Barriers to Learning	Number of PP students this applies to	% of PP students this applies to	Strategies to Address Barriers	Impact Measures / Success Criteria
Poor attendance to school resulting in lost learning opportunities.	73 are under 96% attendance 33 PA Pupil Premium	51% 23%	Dedicated attendance officer, whole school focus on attendance, close partnership work with EWO	Current PA figure for pupil premium is 25.19% (Sep 2017 to Dec 2017). Target for this year is to close the gap to the Non-PP PA figure (currently 8.2%).

	students.			
Social and Emotional Needs impacting on engagement and participation.	59	41%	SAFE Manager, PDWB, Key Stage Leaders mentoring and support, ELSA support. In addition, partnership work with	Reduction of Pupil Premium FTE by half from 45 last year to less than 22 this academic year. Increase in school rewards from 58.2% of PP students receiving 100+ Positive Points Rewards to 70% this academic year.
Mental Health needs in need of counselling.	40	28%	School counsellor supports mental health needs, access to Number 22 free counselling service and strong partnership work with multi agencies. Students trained on mental health first aid along with a lead teacher. This work is then disseminated to other students. Use of well-being support for exam anxiety groups in year 10 and 11.	Students able to access school and learning as a result of support. Significant awareness of mental health issues across all students and they are able to point out who to get help from.
Limited aspirations in terms of lack of awareness of opportunities and negative attitudes towards achievement because of lack of confidence in learning.	65	45%	Dedicated Careers Officer who works even more intensively with PP students. Specific trips to Universities, colleges and other residential places.	Students feel that they have a clear pathway for when they leave school and access education, employment or training. Target: no NEETs.
Behaviour patterns which impact on learning as a result of perceived capability to learn.	68	47%	Behaviour support strategies employed by all staff (quality first teaching), specialized programmes run by Behaviour PA and Inclusion manager (e.g. managing distractions, self-esteem, lego therapy, etc.) and alternative curriculum.	Reduction of Pupil Premium FTE by half from 45 last year to less than 22 this year. Increase in school rewards from 58.2% of PP students receiving 100+ Positive Points Rewards to 70% this academic year.
Year 10 home environment impacting on motivation to learn.	6	4%	Access to a very different environment which priorities 'family living' and therapeutic care.	Increased engagement and confidence within the school and staff.
Lack of regular participation in enrichment.	114	79%	Heads of Year, tutors and SAFE team able to identify swiftly opportunities and ensure pupil premium students engage.	Improved rates of participation in residential and visits leading to improved attitudes.
Lack of access to equipment for learning in order to be prepared for learning.	73	51%	Purchase necessary equipment to ensure students can access learning quickly and effectively.	Students fully equipped to learn.
Lack of access / finances to ensure health eg: diets.	39	27%	Students able to access food from school to ensure they eat well during the day.	Students access the necessary food and develop skills to stay healthy and eat well.
Lack of access to IT and in particular printing.	87	60%	Students able to access the necessary equipment and resources eg: additional printing allowance, loans of laptops to access learning.	Students access their learning more readily.
Lack of quiet space to complete homework.	64	44%	Students are able to complete homework in school in a quiet space which is supported by staff.	Reduced incidences of pupil premium students not completing homework from 64 to 32 incidences.

Low prior attainment resulting in ability to access all learning.	37	26%	Intervention for low prior attainment is bespoke and impacts strongly on student outcomes.	Interventions set up and monitored regularly for impact on progress and outcomes.
Low literacy and numeracy impacting on ability to access curriculum.	59	41%	Intervention for literacy and numeracy is bespoke and impacts strongly on student outcomes.	Interventions set up and monitored regularly for impact on progress and outcomes.

## **Part 2: Planned Expenditure 2017 - 2018**

Below sets out the planned expenditure for Cox Green School of the Pupil Premium Grant.

### **2.1 Quality Teaching and Learning for All**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for approach?</b>	<b>How we will ensure it is implemented well?</b>	<b>Staff Lead?</b>	<b>When and how will the implementation be monitored and reviewed?</b>	<b>Costings</b>
Strong outcomes and progress measures for all Pupil Premium Students.	Regular data captures which are analysed and reviewed by staff. Bespoke interventions following Lasers meetings with Leadership Team and Learning Leaders.	The school has adopted this approach in the last 3 years and there is evidence that pupil premium outcomes are much stronger.	Data is captured every 6 weeks, laser meetings occur every 8 – 10 weeks in which interventions are monitored and reviewed.	Associate Senior Leader, Assistant Head for Assessment and Learning Leaders	The impact of this is reported regularly to Full Governors and Finance Committee. It is also reviewed termly using the whole school Raising Achievement Plan and departmental Raising Achievement Plans.	Staff Costs £338,038– this is a percentage of total teaching salaries against pp students. This cost is in addition to any Pupil Premium grant.
Effective teaching which secures improves perceived learning capability, attitude to attendance, confidence in learning and preparedness for learning.	Middle leadership programme to develop middle leaders, staff PD including sharing of good practice powerpoint (weekly) and learning walk PD.	Educational Endowment Trust research: high impact and low cost.	Partnership agreements will be set up with educational organisations and shaped according to specific needs of staff. High quality professional development is put into place and is impactful on students perception about their learning and make good progress.	Headteacher, Associate Headteacher, Deputy Headteacher, Learning Leaders	Sep 2017 throughout the year. Learning walks, student voice and other monitoring activities will evaluate impact (see school calendar). The impact of this is reported regularly to Full Governors and Finance Committee. It is also reviewed termly using the whole school Raising Achievement Plan and departmental Raising Achievement Plans.	Staff time Possible costs for use of external consultants if needed.
Staff ongoing awareness of Pupil Premium Students and	Half-termly staff briefing on PP students and	Low cost, but high profile/impact with staff & constant	Review of briefings. Joint planning of briefings.	PP lead and Deputy Headteacher	Impact to be measured through half-termly data drops and the narrowing of the progress gap and attendance	Staff time.

strategies to use with them.	strategies to use with them.	reminder of PP students with staff as roll changes.			gap between PP and Non-PP students.	
<b>Total</b>						<b>£0 (not including % of staff salaries)</b>

## **2.2 Quality Personal Development, Behaviour and Welfare for All**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for approach?</b>	<b>How we will ensure it is implemented well?</b>	<b>Staff Lead?</b>	<b>When and how will the implementation be monitored and reviewed?</b>	<b>Costings</b>
Improved attendance and reduction of persistent attendance through the continued employment and work of the Attendance Office and SAFE Managers plus EWO.	Close tracking and monitoring of attendance, family intervention and building relationships to support engagement with school.	The school has adopted this approach in the last 3 years and there is evidence that pupil premium outcomes are much stronger. Educational Endowment Trust – Highlights that this can have moderate impact.	Robust tracking systems are in place and continue to be used.	Deputy Head and Lead SAFE Manager/Social worker.	Through regular line management and half termly meetings with tutors.	% of salaries focusing on PP students: <ul style="list-style-type: none"> <li>• SAFE Managers salary £24,986</li> <li>• Attendance Officer: £20,117</li> <li>• EWO: £3,900</li> <li>• Social worker £10,159</li> </ul>
Secure strong provision for personal development, behaviour and welfare	Appoint Heads of year who prioritise this provision.	The school has adopted this approach in the last 3 years and there is evidence that pupil premium outcomes are much stronger. In addition, there is need to focus on this as a result of analysis from the PASS survey.	Appoint Heads of year who will adapt the PSHE programme, assembly format, track and monitor behaviours, meet parents regularly, celebrate success.	Deputy Head and Heads of year.	Through regular line management and half termly meetings with tutors. Learning walks, student voice and other monitoring activities will evaluate impact (see school calendar). The impact of this is reported regularly to People and External Committee. It is also reviewed termly using the whole school Raising Achievement Plan and KS Raising Achievement Plans.	% of salaries focusing on PP students: Heads of year: £3,831
<b>Total:</b>						<b>£62,993.00</b>

**Specific Targetted Support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for approach?</b>	<b>How we will ensure it is implemented well?</b>	<b>Staff Lead?</b>	<b>When and how will the implementation be monitored and reviewed?</b>	<b>Costings</b>
Secure rigorous tracking of provision so that targeted intervention can be put into place for PP students and is monitored effectively. Participation in enrichment increases and better attitudes to learning demonstrated leading to strong outcomes.	Appointment of Pupil Premium Leader. Bespoke Mentoring for Pupil Premium Students.	School recognizes that Pupil Premium students need a champion and a staff member who can identify needs. Educational Endowment Trust – Highlights that this can have low impact but it is a moderate cost.	Appointment of Pupil Premium Leader. Mentoring programme.	PP lead. Headteacher and Deputy Headteacher	Through regular line management. Learning walks, student voice and other monitoring activities will evaluate impact (see school calendar). The impact of this is reported regularly to People and External Committee. It is also reviewed termly using the whole school Raising Achievement Plan and KS Raising Achievement Plans.	TLR £2,666
Improved perceptions amongst PP students and specific learning interventions	Bespoke intervention such as literacy, numeracy, ELSA and behaviour support. Homework Club accessed by students. Inclusion manager programme, e.g. managing distractions.	Educational Endowment Trust – Highlights that this can have moderate.	Data is captured every 6 weeks, laser meetings occur every 8 – 10 weeks in which interventions are monitored and reviewed.	Deputy Headteacher, Behaviour PA, Senior Leaders and Learning Leaders	As above	% of staff costings for Hub Staff and intensive study: £47,426. Inclusion manager £7,272.
Improved perceptions amongst PP students in terms of their learning capability, attitude to attendance, confidence in learning and preparedness for learning.	Alternative curriculum for 3 Pupil Premium Students who access SATRO	In response to PASS survey and also tracking data.	Data is captured every 6 weeks, laser meetings occur every 8 – 10 weeks in which interventions are monitored and reviewed.	Assistant Head	As above plus evaluation of PASS Survey in Sep 2018	£1,943 – cost of SATRO
Improve aspirations through bespoke	Dedicated careers programme for Pupil	Educational Endowment Trust –	Careers Programme and Partnership work with Glaxo	Associate Head.	As above and analysis of NEET figures. External review of Careers Advice.	% of staff costings £7,196

careers advice.	Premium Students provided by school full time Careers Adviser.	Highlights that this can have a moderate impact.	Smith, Kline Beecham, and other work experience providers.			
Improved attendance and ability to access learning opportunities.	Access to counselling and Ed Psychologist in school and therapy	Educational Endowment Trust – Highlights that this can have moderate.	Data tracking and monitoring and evaluation of case loads	Associate Headteacher and Inclusion Manager and Deputy Head.	Through the school's Raising Achievement Plan and evaluation of multi agency work eg: through case studies.	Ed Psych £2,850 Counselling £2,833
Improved perceptions amongst PP students in terms of their learning capability, and confidence.	Support for Transition	School self evaluation.	Implementation of PP transition programme.	Deputy Head and Heads of year (moving to one static HOY year 7)	Through the evaluation of the school's Raising Achievement Plan and Pupil Premium provision map.	£2399
Improved perceptions amongst PP students in terms of their learning capability, and confidence.	Jamies Farm Visit and additional visits eg: Bucks New University and Kidzania	Educational Endowment Trust – Highlights that this can have moderate.	Identify relevant trips and target these at students. Evaluate behaviour, attendance and attitudes.	Deputy Head and Heads of year	Through the evaluation of the school's Raising Achievement Plan and Pupil Premium provision map.	£1000
PP access curriculum fully.	Ingredients for PP students for Catering	School self evaluation and charging policy.	Line management	Learning Leader for Food	Through the evaluation of the school's Raising Achievement Plan and Pupil Premium provision map.	£750 for ingredients
Improved learning capability.	Provision of school equipment and access to revision clubs and activities	School self evaluation.	Tracking of attendance at clubs and evaluation of participation rates for trips.	Deputy Head and HOY.	Through the evaluation of the school's Raising Achievement Plan and Pupil Premium provision map.	£3631 (including Elevate)
<b>Total</b>						<b>£79,966</b>
<b>Total Pupil Premium Spend at Cox Green School</b>						<b>£142,959</b>