



COTHAM SCHOOL

Pupil Premium Grant proposed spending IMPACT 2017/18

	2015/16	2016/17 Actual	2017/18 actual
No. of students on roll	1075	1080	1080
Students eligible for FSM+6 / PP	342	359	384
Children in Care or adopted from LA	5	5	5
Total amount of money received for PP	£327,778	£335,665	436,913

School context

School Data at 14.5.18 (2017-18 academic year)

	Year 7		Year 8		Year 9		Year 10		Year 11	
	No	%	No	%	No	%	No	%	No	%
Students										
ALL	216		215		214		215		216	
Pupil Premium	71	33%	91	42%	79	37%	73	34%	71	33%



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Performance of Year 11 PP students 2017 - 2018 (number = 66)	
Performance Indicator	Pupil Premium students Cotham School
% 9-4 in English & Maths (Basics)	51.5 %
% 9-5 in English & Maths (Basics)	28.8 %
% 9-4 in English	62.1 %
% 9-4 in Maths	68.2 %
% 9-5 in English	45.5 %
% 9-5 in Maths	39.4 %
Progress 8 Score school average (DfE unvalidated)	-0.380
Attainment 8 Score average	39.48
Progress in in English	-0.363
Progress in Maths	-0.050
Progress in Ebacc subjects	-0.467
Progress in Open (other subjects)	-0.668



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Y11 outcomes summary table

	Initiative	Staff	Purpose	Cost	Expected Impact (RAG)	Actual Impact and evidence
Literacy tuition	<ul style="list-style-type: none"> Identify students who need extra literacy help (just meeting KS2 standards) 	JOx	Design and deploy targeted literacy interventions so that identified students make improved progress. Testing, including exam access testing for students		Track progress of identified students across SPAG intervention in y7, 8 and 9	The majority of students made good or better progress across these interventions.
	<ul style="list-style-type: none"> Targeted reading & writing interventions including read/write software, arrow programme for PP SEND students 	CB	Provide specific, targeted interventions to improve the level of literacy of SEND PP students		Identified students make improved progress in reading and writing	The vast majority of students in KS3 made good progress in reading and writing and spelling for those on targeted spelling programme.
	<ul style="list-style-type: none"> Use 1 to 1 and small group intervention work to target underperforming students at GCSE (Y11) 	LB/VH	To improve KS4 students' outcomes in English language and literature		Underperforming students meet or exceed target grades	30% of PP students worked with over the year met or exceeded their target in both Language and Literature. Positive feedback from teachers in terms of students confidence in class and



						willingness to contribute lessons. Students appreciate the time in smaller groups and enjoy the lessons.
	<ul style="list-style-type: none"> Use 1 to 1 and small group intervention work to target underperforming students at KS3 	PP, JP, MPI	Provide specific, targeted interventions to improve the level of literacy of SEND PP students		Identified students make improved progress in reading and writing	KS3 Students make progress in reading and writing (including SPaG)
	<ul style="list-style-type: none"> HLTA support in Learning Zone classes in Eng/Hums/Y8/Y9 classes 	To be appointed	In class support so that students are supported to access the curriculum and make improved progress		Identified students making progress in English and humanities	
Numeracy tuition	<ul style="list-style-type: none"> HLTAs work with underperforming students to consolidate/master skills which are needed to meet KS3/4 targets 	IJ	To enable underperforming students to catch up and meet high targets		Identified students meet or exceed targets	
	<ul style="list-style-type: none"> HLTAs work with students on 1 to 1, small group, support in class 	ER	Supporting PP SEND and LAP students as their progress in Maths was below average		Identified students meet or exceed targets	
EAL	<ul style="list-style-type: none"> Identify 	LDP	Design and deploy EAL		EAL students make	EAL students make good



	students requiring intensive EAL support and students new to English.		assessments, support and interventions. Teach interventions.		progress equal to non EAL PP students	progress according to the 'Bell Foundation' EAL assessment levels (in line with DfE proficiency grades) Any students not progressing as expected have been referred to SEN for assessment.
	<ul style="list-style-type: none"> Providing targeted intervention for students who lack English proficiency (less than 2 years) 	JP, PP	HLTAs deliver targeted interventions for identified students		Newly arrived EAL students improve English proficiency to enable them to access curriculum and progress to the next stage of their education	All new arrivals assessed for English level using Bell Foundation and put into intervention groups according to need.
Social, Mental and Emotional Wellbeing- Behaviour and Attendance	<ul style="list-style-type: none"> Key pastoral support with Behaviour Support Managers ensure improved engagement with learning 	HWM ES	Improve outcomes and reduce FTEs for all disadvantaged students.		Disadvantaged students make as much progress as national non-disadvantaged students. Significant reduction in FTEs for disadvantaged students compared	Positive parental and student feedback Positive student engagement in mentoring, measured by regular attendance to sessions (mentoring attendance registers and record keeping) and use of evaluation tools (SDQ etc) Positive report by University of Bristol, evaluating the impact of mentoring, report found here:
	<ul style="list-style-type: none"> Preventative work for 	RGW	Improve outcomes and reduce FTEs for all		Disadvantaged students make as much	FTEs overall reduced significantly between



<p>students at risk of exclusions, including operating Separated Learning</p>		<p>disadvantaged students.</p>		<p>progress as national non-disadvantaged students. Significant reduction in FTEs for disadvantaged students compared</p>	<p>2016-17 and 2017-18, with numbers of FTEs involving PP students also reducing (from 82 to 54). The percentage of FTEs involving PP students fell from 56% of total in 2016-17 to 53% of total in 2017-18.</p>
<ul style="list-style-type: none"> Specific interventions for students with behaviour & attendance records that result in poor academic achievement 	<p>EK</p>	<p>Improve outcomes and attendance, and reduce FTEs for all disadvantaged students.</p>		<p>Disadvantaged students make as much progress as national non-disadvantaged students. Significant reduction in persistent absence for disadvantaged students and improved overall absence for disadvantaged students compared to non-disadvantaged students. Significant reduction in FTEs for disadvantaged students compared</p>	<p>Overall school attendance of students in Y7 to Y11 (Term 1 to Term 5) was 0.3% down on last year at 94.7%. PP students attendance was 93.9% and non PP was 95.1% for this period. The gap is 1.2% between PP and non PP students -lower than the gap last year (2016-17 for T1 to T5) which was 1.4%).</p> <p>Persistent absence in PP students has gone up slightly between 2016-17 and 2017-18 - from 68 students to 76 students.</p>
<p>Provide additional student and parent support and liaise with other agencies to support vulnerable students. To provide additional capacity towards the safeguarding of the most vulnerable</p>	<p>CR/A D Counsellor AC</p>	<p>Provide support and multi-agency working for specific children on vulnerability register to improve outcomes. To safeguard vulnerable students.</p>		<p>Vulnerable students are protected and safeguarded. Improvements seen in their wellbeing, self-esteem, attendance, behaviour and if needed grades.</p>	<p>Vulnerability Summary 2016-18</p> <p>Children open to Social Care - CIN/ CP/ CiC</p> <p>2015/16 - 21 2016/17 - 17 2017/18 - 9 2018/19 - 18 (to date)</p>



	<p>students. Provide counselling for high need vulnerable students</p>					<p><u>Referrals made to 1st Response</u> 2015/16 - 8 2016/17 - 13 2017/18 - 11 2018/19 - 8 (to date)</p> <p><u>Children open to Early Help/ Families in Focus</u> 2015/16 - 20 2016/17 - 15 2017/18 - 19 2018/19 - 18 (to date)</p> <p><u>Children in Hospital Education</u> 2015/16 - 10 2016/17 - 11 2017/18 - 10 2018/19 - 6 (to date)</p> <p><u>Counselling Service</u> MAIN SCHOOL (based on 2 days p/w) 2016/2017 - 27 students received counselling averaging 2-6 sessions 2017/2018 - 39 students received counselling averaging 7-12 sessions POST 16 (based on 1 day p/w) 2017/2018 - 28 students received counselling averaging 2-6 sessions</p>
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<p>ising aspirations, especially for BME targeted students</p>	<ul style="list-style-type: none"> • To support & mentor targeted students, ensuring consistent contact with home to secure improved behaviour, attendance & academic achievement • Create opportunities for motivational speakers & identify BME PP role models to raise aspirations and achievement 	<p>MK</p>	<p>Improve outcomes for targeted BME students and reduce FTEs for all BME students.</p>		<p>BME students make as much progress as national non-BME students. Significant reduction in FTEs for BME students compared to 2015-16.</p>	<p>Positive parental and student feedback Positive student engagement in mentoring, measured by regular attendance to sessions (mentoring attendance registers and record keeping) and use of evaluation tools (SDQ etc) Positive report by University of Bristol, evaluating the impact of mentoring.</p> <p>During the year I have organised and facilitated a number projects and events which have focused specifically on our BAME students. The main motivation was around raising aspirations, awareness and the opportunities open to them. Students have participated in a range of events for example</p> <ul style="list-style-type: none"> • Black History Month Event organised by Bristol University, • Bristol Women's conference Commission 2018 (to inspire and introduce girls to
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						<ul style="list-style-type: none"> explore further career opportunity) Assemblies around diversity and inclusion.
	<ul style="list-style-type: none"> Purchase of DAISI report to identify strengths and weaknesses of new intake 	CR	Use of DAISI report to target literacy and numeracy interventions in KS3 more precisely at sub-groups within disadvantaged students, using a differentiated, rather than generic, approach to their interventions.		All disadvantaged students at the end of KS3 make as much progress as non-disadvantaged students	DAISI not purchased last year
Educational Resources	<ul style="list-style-type: none"> GCSE Pod & SAM Learning used to develop repetition of key learning objectives 	CTLs	Setting up monitoring of PP students' access and completion of SAM learning and GCSE pods activities Rewarding success		Improved PP progress	<p>Students overall making good progress (as defined by %age receiving a Working At or Exceeding grade) has increased this year to 69.4% (2017-18), compared with 62.3% last year (2016-17)</p> <p>PP students have increased the %age making good progress (as defined by %age receiving a Working At or Exceeding grade) to 54% this year (2017-18), compared to 46.6% last year (2016-17)</p>



	<ul style="list-style-type: none"> Purchase of subject specific resources for PP students 	CTLs	Arts packs, technology material, additional tuition, revision resources, past papers		Improved quality of practical work, improved homework completion and better attainment	
	<ul style="list-style-type: none"> CAT testing 	Admin and SEND dept	To provide a comprehensive profile of students abilities & allow early intervention and target setting For SEND and PP students		Better monitoring of progress over time for PP and SEND students	
	<ul style="list-style-type: none"> Supporting access to curriculum and extracurricular activities 	CTLs	Provide differentiated resources and enable participation of PP students in extra-curricular activities Purchase MOS exam pack		Increased participation in extra curricular activities by PP students . Resources matching the needs of students and contributing to overall attainment	
Other Educational expenditure	Uniform, homework planners, breakfast club, taxis for collecting students etc.	LCs	To support the most vulnerable and disadvantaged students with accessing school.		Improve attendance of disadvantaged students and focus on academic learning.	Overall school attendance of students in Y7 to Y11 (Term 1 to Term 5) was 94.7%. PP students attendance was 93.9% and non PP was 95.1% for this period. The gap is 1.2% between PP and non PP students (less than the gap last year 2016-17 for T1 to T5) which was 1.4%).
Trips, Visits, Careers	<ul style="list-style-type: none"> Create opportunities to engage and 		<ul style="list-style-type: none"> To motivate, engage and raise aspiration 		Improved engagement , motivation and attendance as well as	<u>Careers & WRL events involving PP students in 2017-18:</u>



	<p>raise aspirations (Uni visits, employer visits)</p> <ul style="list-style-type: none"> • Y7 activities for students not able to afford to go on camp • Subsidising Y7 camp experience for PP students 		<p>of targeted students</p> <ul style="list-style-type: none"> • Specific activities and training for HAP PP students • Raising aspirations day 		<p>attainment.</p>	<p>1. In Term 2, a group of 28 Y9 PP students took part in an IGD workshop on employability skills, working with senior people from the grocery and distribution sector to help them see the importance of developing skills as well as gaining qualifications; they also learnt about a range of unfamiliar careers.</p> <p>2. In Term 3, all of Y9 attended the "Raising Aspirations" event at UWE Conference Centre, where they took part in a variety of activities involving sixth-forms, colleges, universities, training and apprenticeship providers and employers. The event showed the wide range of Post-16 and Post-18 options available to them, as well as introducing new careers, and helped them see how important qualifications are for success.</p> <p>3. In Term 2, "Talk the Talk" did a workshop on oracy skills with a Y10 PP group; and later again with Y7s who didn't go to camp</p>
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						<p>in Term 6</p> <p>4. In Term 4, all of Y10 had a "World of Work" day, including a mock interview, with input from alumni and employers</p> <p>5. In Term 2, a Y11 HAP group (incl PPs) had a talk about Oxbridge (organised by NBP16)</p> <p>6. In Autumn 2017 & Spring 2018, Y12 PP students attended Bristol Uni's "Access to Bristol" programme</p>
Teaching and Learning (Leaders of Learning)	<ul style="list-style-type: none"> All staff use a 'menu of strategies' (EEF toolkit) to improve teacher instruction, homework, feedback, mastery of learning Leading on staff professional development through JPD and Teaching and Learning briefings 	KM LAL SL	<p>Leaders of Learning (LoL) have responsibility for improving the outcomes of Pupil Premium students through leading on areas of the school improvement priorities: Quality First Teaching, Learner Identity, Marking and Feedback and Stretch and Challenge</p> <p>To contribute to the development of non-negotiables across the school and ensure these are embedded across all curriculum areas.</p>		All areas have success measured against improved performance of PP students.	<p>Leaders of Learning Action plans identify areas for development and intended impact on PP students .</p> <p>Leader of Learning roles were dissolved as part of the staffing review, therefore full review of impact is not in place. Action plans are rag rated for progress.</p> <p>Full review of Quality Assurance and impact of non-negotiables as part of the annual self evaluation processes has shown progress and also that inconsistencies remain.</p>



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							The non negotiables have been revised and relaunched for 2018-2019 for improved impact on outcomes.
			Total Expenditure				
			PP Income				
			Additional PP Income for CIC				
			Total Income				